REPORT RESUMES

ED 010 549 24

ATTITUDES OF PARENTS OF HIGH AND LOW SOCIAL CLASS LEVELS TOWARD THEIR EDUCABLE, MENTALLY HANDICAPPED CHILDREN. FINAL REPORT.

BY- IANO, RICHARD P. JOHNSON, G. ORVILLE
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE

REPORT NUMBER CRP-S-226 PUB DATE SEP 66
REPORT NUMBER BR-5-8045
CONTRACT OEC-5-10-227
EDRS PRICE MF-$0.36 HC-$10.32 258P.

DESCRIPTORS- INTERVIEWS, *PARENT ATTITUDES, *EDUCABLE MENTALLY HANDICAPPED, *PARENT REACTION, *SOCIOECONOMIC STATUS, RETARDED CHILDREN, *NEGATIVE ATTITUDES, ABILITY, RATING SCALES, SYRACUSE, NEW YORK

ATTITUDES OF PARENTS OF EDUCABLE MENTALLY RETARDED (EMR) CHILDREN WERE STUDIED IN AN ATTEMPT TO DETERMINE IF A RELATIONSHIP EXISTED BETWEEN PARENT ATTITUDE AND SOCIAL CLASS STATUS. THE SAMPLE CONSISTED OF 212 PARENTS OF 106 EMR CHILDREN, 9-14 YEARS OF AGE. FAMILIES WERE RANKED FROM HIGH TO LOW ON A FIVE-POSITION SOCIAL CLASS SCALE. INTERVIEWS WERE CONDUCTED IN THE PARENTS' HOMES USING INSTRUMENTS DESIGNED TO ELICIT (1) ATTITUDES, REACTIONS, AND FEELINGS OF PARENTS TOWARD THEIR RETARDED CHILD, AND (2) PARENT ESTIMATES OF THEIR RETARDED CHILD'S ABILITIES. RESULTS OBTAINED FROM ANALYZING THE INTERVIEW DATA WERE--(1) PARENTS IN LOWER SOCIAL CLASSES EXPRESSED POSITIVE ATTITUDES AND HIGH ESTIMATES ABOUT THEIR CHILD MORE OFTEN THAN DID PARENTS IN HIGHER SOCIAL CLASSES, (2) PARENTS EXPRESSED HIGHER ESTIMATES ABOUT THEIR CHILD'S SOCIAL AND INDEPENDENCE ABILITIES THAN THEY DID ABOUT THEIR CHILD'S INTELLECTUAL ABILITIES, AND (3) THE PARENTS IN THIS STUDY SAMPLE DID NOT SEEM TO BE AS NEGATIVE IN THEIR ATTITUDES TOWARD THEIR RETARDED CHILDREN AS PARENTS WERE REPORTED TO BE IN AVAILABLE LITERATURE. (RS)

ED010549

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

FINAL REPORT
Contract OE-5-10-227
Project S-226 5-8045

By

Richard P. Iano and G. Orville Johnson

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

FINAL REPORT

Contract OE-5-10-227

Project S-226

"Attitudes of Parents of High and Low Social Class levels Toward Their Educable, Mentally Handicapped Children"

By

Richard P. Iano and G. Orville Johnson

SYRACUSE UNIVERSITY RESEARCH INSTITUTE
201 MARSHALL STREET
SYRACUSE, NEW YORK 13210

ATTITUDES OF PARENTS OF DIFFERENT SOCIAL CLASSES TOWARD THEIR EDUCABLE MENTALLY RETARDED CHILDREN

by

RICHARD PETER IANO

B. A., Syracuse University, 1954
M. A., Syracuse University, 1956

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education in the Graduate
Division of the School of Education
at Syracuse University,
September, 1966

Approved______________________________

Date______________________________

Problem

It has often been reported in the literature that parents express extremely negative attitudes, reactions, and feelings about their mentally retarded children. However, little information is provided about the attitudes of parents of educable retarded children, about the attitudes of parents who do not seek help, or about the influence of social class upon the attitudes of parents toward their retarded children.

The purpose of this study was to investigate the attitudes, reactions, and feelings of parents in different social classes toward their educable mentally retarded children, and to determine whether there is a relationship between parent attitude and social class level.

Procedure

Selected for the study were 212 white parents of 106 educable mentally retarded children. The children were selected from special classes in ten public school systems in upstate New York. The children ranged in chronological age from 9 years—8 months to 14 years—

11 months, in IQ score from 50 to 80, and in mental age from 5 years—2 months to 10 years—6 months.

The families were ranked from high (1) to low (5) on a 5-position social class scale. Twenty-two of the families were ranked in social class 2, 58 were ranked in social class 3, 92 were ranked in social class 4, and 40 were ranked in social class 5.

The parents were interviewed in their homes. Two instruments were used for the interviews. One instrument was an incomplete sentence form designed to elicit the attitudes, reactions, and feelings of parents toward their mentally retarded child. The other instrument was a rating form designed to elicit parents' estimates of their mentally retarded child's abilities.

Results

The parents expressed the following attitudes about their educable mentally retarded child:

1. The attitudes parents expressed about their child's present status or ability and about their child's independence were most often negative.

2. Both negative and neutral attitudes were often expressed by parents about their child's future.
3. Both negative and positive attitudes were often expressed by parents about their child's social relationships and about their child's personality or character.
4. Attitudes expressed about being the parent of the child were most often positive.

Parents expressed the following estimates about their educable mentally retarded child:

1. The estimates parents expressed about their child's intellectual ability were most often medium and low.
2. The estimates parents expressed about their child's independence ability were most often medium and low, but parents' estimates about their child's independence ability were higher than their estimates about their child's intellectual ability.
3. Parents expressed higher estimates about their child's social ability than they did about either their child's independence or social ability. The estimates parents expressed about their child's social ability were most often medium and high.

Parents in different social classes expressed the following attitudes and estimates about their educable mentally retarded child:

1. Parents in higher social classes expressed a greater degree of negative attitude about their child than did parents in lower social classes.
2. Parents in higher social classes expressed low estimates of their child's abilities more often than did parents from lower social classes.

Conclusions

The following conclusions were drawn:

1. Parents often expressed negative attitudes about their mentally retarded child, but they also often expressed positive and neutral attitudes. The parents interviewed in this study did not seem to be as negative in their attitudes toward their mentally retarded children as parents have generally been reported to be in the literature.
2. Parents expressed higher estimates about their child's social and independence abilities than

they did about their child's intellectual ability.

3. The results of this investigation indicated that the social class level of parents influenced their attitudes toward their mentally retarded child. Parents in lower social classes expressed positive attitudes and high estimates about their child more often than did parents in higher social classes.

ATTITUDES OF PARENTS OF DIFFERENT SOCIAL CLASSES TOWARD THEIR EDUCABLE MENTALLY RETARDED CHILDREN

by

RICHARD PETER IANO

B. A., Syracuse University, 1954
M. A., Syracuse University, 1956

DISSERTATION

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education in the Graduate
Division of the School of Education
at Syracuse University,
September, 1966

Approved____________________________

Date____________________________

PREFACE

I thank the members of the dissertation committee: Professor G. Orville Johnson, chairman; Professor William F. Anderson; and Professor E. H. Nober. I would like to particularly thank Professor G. Orville Johnson, who so often offered guidance and advice when problems arose in the course of the investigation.

I thank the teachers, principals, psychologists, and other personnel of the ten school systems that participated in the study for their assistance in procuring subjects and data for the investigation. The ten participating school systems were the Syracuse City Schools, Syracuse, New York; the Liverpool Central Schools, Liverpool, New York; the Oneida Public Schools, Oneida, New York; the East Syracuse-Minoa Central Schools, East Syracuse, New York; the Jamesville-Dewitt Central Schools, Dewitt, New York; the North Syracuse Central Schools, North Syracuse, New York; the West Genesee Central Schools, Fairmount, New York;

the Auburn City Schools, Auburn, New York; the Fayetteville-Manlius Central Schools, Manlius, New York; and the Lafayette Central Schools, Lafayette, New York.

I also thank the three psychologists who each rated over six thousand parent responses to the incomplete sentence form: Dr. Bertram Rothschild, Chief Psychologist, Adult Mental Health Clinic, Onondaga County Department of Mental Health; Marilyn Rothschild; and Dr. John Henderson, Psychologist, Adult Mental Health Clinic, Onondaga County Department of Mental Health.

Finally, I thank my wife, Mavra, who typed long hours for a number of weeks to assist in meeting the deadline date for the written report.

CONTENTS

Page

PREFACE ii

LIST OF TABLES viii

LIST OF ILLUSTRATIONS xxii

Chapter

I. PROBLEM 1

- Introduction 1
- Significance of the Problem 5
- Definition of Terms 6
- Purpose 7
- The Questions Investigated 7

II. THE RELATED LITERATURE 9

- Parent Reaction to Diagnosis 9
- Reaction-Acceptance of Child 13
- Fear of the Future and Disappointment in Hopes 17
- Reaction to Being a Parent of Retarded Child 19
- Effect on the Family 23
- Retarded Child No Problem to Family . . 29
- Parent Estimates of Their Retarded Child 32
- The Influence of Religion on Parent Attitude 37
- Social Class and Parent Attitude . . . 38
- Limitations in the Related Literature . 41
- Summary and Relevance of the Related Literature to the Present Study . . . 47

III. PROCEDURE 49

- School Systems Participating in the Study 49
- Obtaining and Selecting Parents for Interviews 49

Chapter Page

Determination of Family Social Class . 50
Selection and Characteristics of the Children 58
Interviews with Parents 71
The _Adapted Thurston Sentence Completion Form_ 74
  Description of the _ATSCF_ 74
  Administration of the _ATSCF_ 75
  Scoring the Responses to the _ATSCF_. 76
  Content Classification of _ATSCF_ Responses 77
The Rating of the Child Questionnaire . 77

IV. RESULTS 79

The _Adapted Thurston Sentence Completion Form_ 79
  Ratings of Responses to the _ATSCF_ . 79
  Content and Rating Classifications of Responses to the _ATSCF_ 82
  Responses of Parents in Different Social Classes to the _ATSCF_ . . . 88
    Total Responses to the _ATSCF_. 90
    Child's Present Status or Ability 93
    Child's Future 96
    Child's Personality, Disposition, or Character . 100
    Feelings About Being the Parent of the Child 102
    Child's Social Relationships. 103
    Behavior or Attitude of Friends and Neighbors . . . 107
    Child's Pre-school Years . . 109
    Responses Unclassified According to Content . . . 110
    Classifications Not Analyzed. 112
    Responses Referring to the Special Class 113

Chapter Page

Relationship Between Parent Responses Referring to the ATSCF and Child IQ Level 115

Responses of Parents Within High and Low Social Class Ranks 121

Parent Responses and Child Sex . . 131

Responses of Parents Within High and Low Social Class Ranks 136

Variables Showing Little or No Relationship to Parent Response . 141

The Rating of the Child Questionnaire . 141

Responses of Parents to the RCQ: All Social Classes Combined . . . 141

Responses of Parents in Different Social Classes to the RCQ 147

Total Responses to the RCQ . . 148

Three Major Classifications of the RCQ 151

Individual Items of the RCQ . . 158

Responses to the RCQ Expressed by Parents of Children of Different IQ Levels 169

Total Responses to the RCQ . . 169

Responses to the Three Major Classifications of the RCQ . 169

Responses to Individual Items of the RCQ 172

Responses of Parents Within High and Low Social Class Ranks 174

Responses to the RCQ Expressed by Parents of Male and Female Children 183

Chapter Page

Total Responses to the RCQ . . 183
Responses to the Three Major Classifications of the RCQ . 185
Responses to Individual Items of the RCQ 189

V. SUMMARY AND CONCLUSIONS 192

Summary 192
Conclusions 203
Implications 208
Further Research Needed 211

APPENDICES

A. LETTER OF INTRODUCTION SENT TO PARENTS . . 215

B. ITEMS OF THE RATING OF THE CHILD QUESTIONNAIRE 216

C. ITEMS OF THE ADAPTED THURSTON SENTENCE COMPLETION FORM 218

D. EXAMPLES OF CLASSIFICATIONS OF RESPONSES TO THE ATSCF 221

E. DETERMINATION OF SOCIAL CLASS RANK 233

BIBLIOGRAPHY 243

BIOGRAPHICAL DATA . . . .

LIST OF TABLES

Table Page

1. Parent Response to Letter Requesting Interview 51

2. Typical Characteristics of Individuals in Each Social Class 52

3. Social Class Rankings of Parents 53

4. Social Class Distribution of Families Participating in Study Within Each School System 57

5. Religious Affiliation of Parents 58

6. Distribution of Male and Female Children in Each Social Class 61

7. Analysis of Variance of Mean IQ Scores of Children in Different Social Classes . . . 64

8. Analysis of Variance of Mean Chronological Ages of Children in Different Social Classes 66

9. Analysis of Variance of Mean Mental Ages of Children in Different Social Classes . . 69

10. Problems Other Than Mental Retardation Reported of Children 70

11. Male and Female Children Compared on Problems Other Than Mental Retardation. . 72

12. Problems Other Than Mental Retardation Reported of Children in Each Social Class 73

Table Page

13. Agreement Among Three Judges in Rating Parent Responses to the ATSCF 80

14. Ratings Assigned by Judges to Parents' Responses to the ATSCF 80

15. Ratings Assigned to ATSCF Responses of Parents in Different Social Classes 81

16. Parent Responses to the ATSCF Classified According to Content and According to Judges' Ratings 84

17. Parent Responses to the ATSCF Subclassified According to Content and According to Judges' Ratings 87

18. Total Positive Responses to the ATSCF Expressed by Parents in Different Social Classes 91

19. Total Neutral Responses to the ATSCF Expressed by Parents in Different Social Classes 92

20. Total Negative Responses to the ATSCF Expressed by Parents in Different Social Classes 92

21. Child's General Capability and Status: Negative Responses Expressed by Parents in Different Social Classes 94

22. Child's Independence Ability: Negative Responses Expressed by Parents in Different Social Classes 95

23. Disappointment in Hopes and Ambitions for the Child: Responses Expressed by Parents in Different Social Classes 95

Table Page

24. Child's School Progress: Negative Responses Expressed by Parents in Different Social Classes 96

25. Child's Future Vocational and Social Adjustment: Neutral Responses Expressed by Parents in Different Social Classes . . . 97

26. Child's Future Vocational and Social Adjustment: Negative Responses Expressed by Parents in Different Social Classes . . . 98

27. Child's Future General Status: Neutral Responses Expressed by Parents in Different Social Classes 99

28. Child's Future General Status: Negative Responses Expressed by Parents in Different Social Classes 100

29. Child's Personality, Disposition, or Character: Positive Responses Expressed by Parents in Different Social Classes . . . 101

30. Child's Personality, Disposition, or Character: Neutral Responses Expressed by Parents in Different Social Classes . . . 101

31. Child's Personality, Disposition, or Character: Negative Responses Expressed by Parents in Different Social Classes . . . 102

32. Feelings About Being the Parent of the Child: Positive Responses Expressed by Parents in Different Social Classes 103

33. Behavior or Attitude of Siblings Toward the Child: Positive Responses Expressed by Parents in Different Social Classes 104

Table Page

34. Behavior or Attitude of Siblings Toward the Child: Neutral Responses Expressed by Parents in Different Social Classes 105

35. Behavior or Attitude of Siblings Toward the Child: Negative Responses Expressed by Parents in Different Social Classes 106

36. Behavior or Attitude of Peers Toward the Child: Negative Responses Expressed by Parents in Different Social Classes 107

37. Behavior or Attitude of Friends and Neighbors Toward the Child: Positive Responses Expressed by Parents in Different Social Classes 108

38. Behavior or Attitude of Friends and Neighbors Toward the Child: Neutral Responses Expressed by Parents in Different Social Classes 109

39. Pre-school Years of Child: Negative Responses Expressed by Parents in Different Social Classes 110

40. Responses by Parents to the ATSCF Unclassified According to Content and Rated Neutral by the Judges 112

41. Favorable Responses Expressed Toward the Special Class by Parents in Different Social Classes 114

42. Unfavorable Responses Expressed Toward the Special Class by Parents in Different Social Classes 115

43. Classifications of the ATSCF that were Statistically Analyzed to Determine Relationship Between Parent Response and Child IQ Level 116

Table Page

44. Total Negative Responses to the ATSCF Expressed by Parents of Children of Different IQ Levels 118

45. Child's General Capability and Status: Negative Responses Expressed by Parents of Children of Different IQ Levels 118

46. Child's Independence Ability: Negative Responses Expressed by Parents of Children of Different IQ Levels 119

47. Disappointment in Hopes and Ambiltions for the Child: Responses Expressed by Parents of Children of Different IQ Levels 119

48. Child's Future General Status: Negative Responses Expressed by Parents of Children of Different IQ Levels 120

49. Child's Personality, Disposition, or Character: Negative Responses Expressed by Parents of Children of Different IQ Levels 120

50. Behavior or Attitude of Siblings Toward the Child: Negative Responses Expressed by Parents of Children of Different IQ Levels 121

51. Total Negative Responses to the ATSCF Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class . . 123

52. Child's General Capability and Status: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 123

Table Page

53. Child's Independence Ability: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 124

54. Disappointment in Hopes and Ambitions for the Child: Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 124

55. Child's Future General Status: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 125

56. Child's Personality, Disposition, or Character: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 125

57. Behavior or Attitude of Siblings Toward the Child: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked High in Social Class 126

58. Total Negative Responses to the ATSCF Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class . . . 127

59. Child's General Capability and Status: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 128

Table Page

60. Child's Independence Ability: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 128

61. Disappointment in Hopes and Ambitions for the Child: Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 129

62. Child's Future General Status: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 129

63. Child's Personality, Disposition, or Character: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 130

64. Behavior or Attitude of Siblings Toward the Child: Negative Responses Expressed by Parents of Children of High and Low IQ Levels. Responses Expressed by Parents Ranked Low in Social Class 130

65. Content Classificiations of the ATSCF for which Chi Square was Calculated to Determine Whether the Relationship Between Parent Response and Child Sex is Significant . . . 132

66. Total Negative Responses to the ATSCF Expressed by Parents of Male and Female Children 134

Table Page

67. Child's General Capability and Status: Negative Responses Expressed by Parents of Male and Female Children 135

68. Child's Independence Ability: Negative Responses Expressed by Parents of Male and Female Children 135

69. Total Negative Responses to the ATSCF Expressed by Parents of Male and Female Children. Responses Expressed by Parents in High Social Class Rank 137

70. Total Negative Responses to the ATSCF Expressed by Parents of Male and Female Children. Responses Expressed by Parents in Low Social Class Rank. 137

71. Child's General Capability and Status: Negative Responses Expressed by Parents of Male and Female Children. Responses Expressed by Parents in High Social Class Rank 139

72. Child's General Capability and Status: Negative Responses Expressed by Parents of Male and Female Children. Responses Expressed by Parents in Low Social Class Rank 139

73. Child's Independence Ability: Negative Responses Expressed by Parents of Male and Female Children. Responses Expressed by Parents in High Social Class Rank . . . 140

74. Child's Independence Ability: Negative Responses Expressed by Parents of Male and Female Children. Responses Expressed by Parents in Low Social Class Rank 140

Table Page

75. Total Parent Estimations on the RCQ of the Child's Abilities 142

76. Parent Estimations of the Child's Intellectual, Independence, and Social Abilities 143

77. Parent Estimations of the Child's Intellectual, Independence, and Social Abilities: High and Very High, and Low and Very Low Estimations Combined . . . 144

78. Parent Estimations of the Child's Intellectual Ability Compared with Parent Estimations of the Child's Independence Ability 145

79. Parent Estimations of the Child's Intellectual Ability Compared with Parent Estimations of the Child's Social Ability . 146

80. Parent Estimations of the Child's Independence Ability Compared with Parent Estimations of the Child's Social Ability 147

81. Total Estimations on the RCQ of the Child's Abilities Made by Parents in Different Social Classes 149

82. Total Estimations on the RCQ of the Child's Abilities Made by Parents in Different Social Classes: High and Very High, and Low and Very Low Estimations Combined . . . 150

83. Estimations of the Child's Intellectual Ability Made by Parents in Different Social Classes 152

Table Page

84. Estimations of the Child's Intellectual Ability Made by Parents in Different Social Classes: High and Very High, and Low and Very Low Estimations Combined . . . 153

85. Estimations of the Child's Independence Ability Made by Parents in Different Social Classes 154

86. Estimations of the Child's Independence Ability Made by Parents in Different Social Classes: High and Very High, and Low and Very Low Estimations Combined . . . 155

87. Estimations of the Child's Social Ability Made by Parents in Different Social Classes 156

88. Estimations of the Child's Social Ability Made by Parents in Different Social Classes: High and Very High, and Low and Very Low Estimations Combined 157

89. Child Learns to Do New Things: Estimations Made by Parents in High and Low Social Class Ranks 159

90. Child Finds the Answers to Problems: Estimations Made by Parents in High and Low Social Class Ranks 159

91. Child Knows Things: Estimations Made by Parents in High and Low Social Class Ranks. 160

92. Child Remembers Things: Estimations Made by Parents in High and Low Social Class Ranks 160

93. Child Doesn't Forget Things: Estimations by Parents in High and Low Social Class Ranks 161

Table Page

94. Child Plans Activities: Estimations Made by Parents in High and Low Social Class Ranks 161

95. Child Understands Things: Estimations Made by Parents in High and Low Social Class Ranks 162

96. Child Doesn't Become Confused: Estimations Made by Parents in High and Low Social Class Ranks 162

97. Child Understands What People Say to Him: Estimations Made by Parents in High and Low Social Class Ranks 163

98. Child Can Be Left Alone: Estimations Made by Parents in High and Low Social Class Ranks 164

99. Child Can Independently Care for Himself: Estimations Made by Parents in High and Low Social Class Ranks 164

100. Child Can Function Without Care and Attention: Estimations Made by Parents in High and Low Social Class Ranks 165

101. Child Can Carry Out Activities Independently: Estimations Made by Parents in High and Low Social Class Ranks 165

102. Child Can Independently Travel Outside the Home: Estimations Made by Parents in High and Low Social Class Ranks 166

103. Child Can Make Friends: Estimations Made by Parents in High and Low Social Class Ranks 167

Table Page

104. Child Can Work or Play with Friends: Estimations Made by Parents in High and Low Social Class Ranks 167

105. Child Can Help Friends: Estimations Made by Parents in High and Low Social Class Ranks 168

106. Child Can Help Adults: Estimations Made by Parents in High and Low Social Class Ranks 168

107. Total Estimations on the RCQ Made by Parents of Children of Different IQ Levels 170

108. Intellectual Ability: Estimations Made by Parents of Children of Different IQ Levels 171

109. Independence Ability: Estimations Made by Parents of Children of Different IQ Levels 171

110. Social Ability: Estimations Made by Parents of Children of Different IQ Levels 172

111. Summary of Statistical Analyses of Relationship Between Parent Estimations and Child IQ Level for Individual Items of the RCQ 173

112. Total Estimations on the RCQ Made by Parents in High Social Class Rank of Children of Different IQ Levels 175

113. Total Estimations on the RCQ Made by Parents in Low Social Class Rank of Children of Different IQ Levels 176

Table | Page

114. Child's Intellectual Ability: Estimations Made by Parents in High Social Class Rank of Children of Different IQ Levels 176

115. Child's Independence Ability: Estimations Made by Parents in High Social Class Rank of Children of Different IQ Levels 177

116. Child's Social Ability: Estimations Made by Parents in High Social Class Rank of Children of Different IQ Levels 177

117. Child's Intellectual Ability: Estimations Made by Parents in Low Social Class Rank of Children of Different IQ Levels 178

118. Child's Independence Ability: Estimations Made by Parents in Low Social Class Rank of Children of Different IQ Levels 179

119. Child's Social Ability: Estimations Made by Parents in Low Social Class Rank of Children of Different IQ Levels 180

120. Summary of Statistical Analyses of Responses to Individual Items on the RCQ Expressed by Parents in High and Low Social Class Ranks: Relationship Between Parent Estimations and Child IQ Level 181

121. Total Estimations on the RCQ of Male and Female Children Made by Parents in High Social Class Rank 184

122. Total Estimations on the RCQ of Male and Female Children Made by Parents in Low Social Class Rank 184

Table Page

123. Child's Intellectual Ability: Estimations Made by Parents in High Social Class Rank of Male and Female Children 185

124. Child's Indpendence Ability: Estimations Made by Parents in High Social Class Rank of Male and Female Children 186

125. Child's Social Ability: Estimations Made by Parents in High Social Class Rank of Male and Female Children 186

126. Child's Intellectual Ability: Estimations Made by Parents in Low Social Class Rank of Male and Female Children 187

127. Child's Independence Ability: Estimations Made by Parents in Low Social Class Rank of Male and Female Children 188

128. Child's Social Ability: Estimations Made by Parents in Low Social Class Rank of Male and Female Children 188

129. Summary of Statistical Analyses of Responses to Individual Items on the RCQ Expressed by Parents in High and Low Social Class Ranks: Relationship Between Parent Estimations and Child Sex 190

LIST OF ILLUSTRATIONS

FIGURE PAGE

1. Proportions of Families in Each Social Class: This Study Compared with Hollingshead's Study 56

2. Distribution of Parent Ages 59

3. Distribution of IQ Scores of the Children. 62

4. A Proportional Comparison Between the IQ Distributions of Male and Female Children. 63

5. A Proportional Comparison Between the Distributions of Children from Different Social Classes 65

6. Distribution of Childrens' Ages. 67

7. Distribution of Childrens' Mental Ages . . 68

CHAPTER I

PROBLEM

Introduction

It has been frequently reported in the literature that parents express negative attitudes, reactions, and feelings about their mentally retarded child (See Chapter II, Related Literature). Some of the negative attitudes of parents that have been reported are: rejection of the child; rejection or denial of a diagnosis of retardation for the child; dissatisfaction with the social and community adjustment of the family; guilt, shame, and self-blame about being the parent of a retarded child; frustration in hopes and ambition for the child; worry about the child's future; and dissatisfaction with family and marital adjustments.

There are reasons to doubt that the negative attitudes so frequently reported in the literature are representative of all groups of parents of retarded children. First, the attitudes of parents may differ according to the degree of their child's retardation; there is little information about the attitudes of parents of educable mentally retarded children. Second, the attitudes of parents may differ according to whether or not they seek help for their retarded child; most of the information about parent attitudes is based upon contacts with parents who sought help for their child. Third, the attitudes of parents toward their retarded child may differ according to their social class level; there is little information about the influence of social class upon the attitudes of parents.

The belief that social class level influences the attitudes of parents toward their retarded child is supported by a number of considerations. First, investigators have found that families in middle and upper social classes place a greater value on education and educational achievement than do families in lower social classes.[1,2,3,4,5,6,7,8]

---

[1] David F. Aberle and Kasper D. Naegel, "Middle Class Fathers Occupational Role and Attitudes Toward Children," American Journal of Orthopsychiatry, XXII (1952), 366-78.

[2] W. B. Brookover, "The Implications of Social Class Analysis for a Social Theory of Education," Education and the Social Order, ed. E. B. Mercer and E. R. Carr (New York: Henry Holt and Company, 1952), pp. 263-95.

[3] Allison M. Davis, "Socialization and Adolescent Personality," Readings in Social Psychology, ed. D. E. Swanson, T. M. Newcomb, and E. L. Hartley (1st ed. rev.; New York: Henry Holt and Company, 1952), 520-31.

[4] Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality (New York: John Wiley and Sons, 1949).

[5] August B. Hollingshead, Elmtown's Youth: The Impact of Social Classes on Adolescents (New York: John Wiley and Sons, 1949).

[6] August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley and Sons, 1958).

[7] Joseph A. Kahl, "Aspirations of 'Common Man' Boys," Education and the Social Order, ed. E. B. Mercer and E. R. Carr (New York: Rinehart and Co., 1957), 112-32.

[8] Elizabeth M. Koppity et. al. "Prediction of First Grade School Achievement with the Bender Gestalt Test and Human Figure Drawings," Journal of Clinical Psychology, XV, No. 1 (1959), 164-68.

Therefore, parents in lower social classes should be less likely than parents in middle and upper classes to perceive their retarded child as incapable and inadequate because of his slow educational progress. Second, children in lower social classes have been found to achieve poorly even when they seem to have good potential.[1,2] Mentally retarded children achieve in school at a slow rate, but those in lower social classes would not compare as unfavorably with their peers as would those in middle and upper social classes. It should be less likely then, that mentally retarded children in lower social classes would be perceived as failures by their peers, their parents, or themselves. Third, it is probable that parents in middle and upper social classes consider educational success to be a necessary minimum for their children to maintain their social class level; therefore, they should be more likely than parents in lower social classes to become concerned about their retarded child's slow progress in school.

In summary, the negative attitudes, reactions, and feelings usually reported in the literature may not be representative of all groups of parents of retarded children.

---

[1] J. A. Kahl, Education and the Social Order, ed. E. B. Mercer and E. R. Carr (New York: Rinehart and Co., 1957), 112-32.

[2] Lloyd M. Warner, Marchia Meeker, and Kenneth Ells, Social Class in America (Chicago: Science Research Associates, 1949).

Attitudes of parents may vary according to the degree of retardation of their child, according to whether or not they seek help for their child, and according to their social class level.

Significance of the Problem

Communication and understanding between educators and parents seems to be especially important when the parents have a retarded child. Educators are likely to have periodic meetings with the parents, since the retarded child presents a relatively unique educational problem. These meetings are often found necessary to interpret the child's potentiality to the parents, to interpret the school program to the parents, and to provide parents with the opportunity to meet with others who have retarded children.

The success of these meetings depends largely on the degree to which educators and parents understand each other, and are able to communicate with each other. Illustrations of the consequences of a lack of understanding and communication are provided by the reports of Thorne and Andrews,[1] and Belinkoff,[2] referred to later

---

[1] Frederick C. Thorne and Jean Stewart Andrews, "Unworthy Parental Attitudes Toward Mental Defectives," *American Journal of Mental Deficiency*, L, No. 3 (1946), 411-18.

[2] Cornelia Belinkoff, "Attitudes and Emotional Reactions of Parents of Institutionalized Cerebral Palsied Retarded Patients," *American Journal of Mental Deficiency*, LXV, No. 2 (1960), 221-26.

(Chapter II). Communication and understanding should be facilitated when educators have knowledge about the attitudes of parents toward their retarded children and the factors that influence these attitudes.

Definition of Terms

1. Parent Estimate of the Child's Ability. A parents's estimate of his child's ability was designated as high, medium, or low according to whether the parent respectively assigned his child a rating on the Rating of the Child Questionnaire, of better, about the same, or worse than most other children. The ratings were made on items referring to intellectual, independence, and social abilities.

2. Degree of Negative Reaction Expressed by Parents. Three judges independently assigned ratings of positive, neutral, or negative to the responses of each item of the Adapted Thurston Sentence Completion Form.[1] The responses were rated according to whether they were judged to express a positive, neutral, or negative attitude toward the child.

---

[1] John R. Thurston, "A Procedure for Evaluating Parental Attitudes Toward the Handicapped," American Journal of Mental Deficiency, LXIV, No. 1 (1959), 148-55.

3. Educable Mentally Retarded. An individual who has been placed in a special class for educable mentally retarded children, and whose IQ score on an individual intelligence test falls between 50 and 80 points.

4. Social Class. Families were categorized into social classes one, two, and three (high), or four and five (low) as measured by Hollingshead's Index of Social Position.[1]

Purpose

The purpose of this study was to investigate the attitudes, reactions, and feelings of parents in different social classes toward their educable mentally retarded children, and to determine whether there is a relationship between parent attitude and social class level.

Questions Investigated

1. What attitudes do parents express about their educable mentally retarded child:

   a. What estimates do they express about their child's intellectual, independence, and social abilities?

   b. What degree of negative attitude do they express about their child's abilities, characteristics, independence, and future; about being the parent of their child; and about the behavior of siblings, friends, and neighbors toward their child?

---

[1] Hollingshead and Redlich, Social Class . . .

2. Do parents of different social classes express different attitudes and reactions about their mentally retarded child?

   a. Do parents of higher social class express lower estimates of their child's abilities?

   b. Do parents of higher social class express a greater degree of negative attitude about their child?

3. Are parent attitudes toward their retarded child influenced by:

   a. the IQ of the child within the 50 to 80 IQ range?

   b. the sex of the child?

CHAPTER II

THE RELATED LITERATURE

The literature has generally indicated that parents express extremely negative attitudes, reactions, and feelings about their mentally retarded children. There are, however, few reports or studies on the attitudes of parents of educable retarded children, or on the effect of social class upon parent attitude. In this chapter, some of the parent attitudes that were reported to be frequently expressed will be summarized, followed by a discussion of the limitations of the reports and their relevance to the present study.

Parent Reaction to Diagnosis

A number of professionals who have worked with parents of retarded children, stated that the parents often experience severe, negative emotional reactions when they learn that their child is diagnosed as retarded, or when they are asked to describe their child's condition. Upon being told that their child is retarded, parents were reported to express anxiety; shock and disappointment;

shock and disbelief; depression; stress; heartache, terror, and despair; (Smith, 1952) and shock, as if being told that the child was dead.[1,2,3,4,5,6] Anderson[7] stated that mothers often wept when describing their retarded child.

---

[1] Helen L. Beck, "Counseling Parents of Retarded Children," Children, VI, No. 6 (1959), 225-30.

[2] Alexander Hersh, "Casework with Parents of Retarded Children," Social Work, VI, No. 2 (1961), 61-66.

[3] Melville J. Appell, Clarence M. Williams, and Kenneth N. Fishell, "Changes in Attitudes of Parents of Retarded Children Effected Through Group Counseling," American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 807-12.

[4] Betty V. Graliker and Richard Koch, "A Study of Factors Influencing Placement of Retarded Children in a State Residential Institution," American Journal of Mental Deficiency, LXIX, No. 4 (1965), 553-59.

[5] Robert M. Nadal, "A Counseling Program for Parents of Severely Retarded Preschool Children," Social Casework, XLII, No. 1 (1961), 78-83.

[6] Charlotte H. Waskowitz, "The Parents of Retarded Children Speak for Themselves," Journal of Pediatrics, LIV, No. 3 (1959), 319-29.

[7] Alice V. Anderson, "Orienting Parents to a Clinic for the Retarded," Children, IX, No. 9 (1962), 178-82.

Morris[1] reported that parents often related having had feelings of fright at the appearance of early signs of slow development in their child.

Another frequently reported parental reaction to a diagnosis of retardation is refusal to accept the diagnosis. Based upon their experiences with parents who brought their child to a clinic, Michaels and Schucman[2] claimed that parents often initially deny that their child is retarded, but usually become realistic later. Beck[3] stated that parents who bring their child to the clinic are usually aware their child has a problem but may deny that the problem is mental retardation. In counseling parents of retarded children, Morris[4] found that some emotionally and intellectually accepted a diagnosis of retardation, while others found it difficult to do so. Blodgett,[5] who also counseled parents, found that many parents were willing to accept that the child was retarded at the time, but were convinced he would catch up later. Graliker, Parmelee, and Koch[1] evaluated the reactions expressed to a social worker by the parents of 67 children, when they learned that their child was retarded. They found that 28, or 42 percent of the parents had some understanding or suspicion of mental retardation when they first came to the clinic; 39, or 58 percent doubted the diagnosis, or were unaware of mental retardation in their child; 22 or the 39 families continued to reject the diagnosis after a medical work-up; and 15 of the 22 families accepted the diagnosis 6 to 12 months later.

---

[1] Elise F. Morris, "Casework Training Needs for Counseling Parents of the Retarded," American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[2] J. M. Michaels and H. Schucman, "Observations on the Psychodynamics of Parents of Retarded Children," American Journal of Mental Deficiency, LXVI, No. 4 (1962), 568-73.

[3] Beck, Children, VI, No. 6 (1959), 225-30.

[4] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[5] Harriet M. Blodgett, "Counseling Parents of Mentally Retarded Children," Minnesota Medicine, XL (October, 1957), 721-22, 730.

There are a number of reports of parents attempting to shift their retarded child's difficulties from an intellectual to a physical cause. Graliker, Parmelee, and Koch[2] found that of the parents who rejected an initial diagnosis of retardation, many attempted to attribute the major cause of their child's problems to medical difficulties. Anderson[3] reported that parents who were worked with at a clinic often emphasized physical difficulties as the cause of their retarded child's inability to adapt.

---

[1] Betty V. Graliker, Arthur H. Parmelee, and Richard Koch, "Attitude Study of Parents of Mentally Retarded Children," Pediatrics, XXIV, No. 5, Part 1 (1959), 819-21.

[2] Ibid. pp. 819-21.

[3] Anderson, Children, IX, No. 9 (1962), 178-82.

Based upon experience in explaining diagnoses to parents of retarded children during intake at a state school, Smith[1] stated that some parents snatch at a diagnosis of physical anamoly as the cause of their child's problems. Baum[2] worked with parents who brought their children to a clinic. He reported that parents reacted to a diagnosis of deafness with relief, if they had previously believed that their child was mentally retarded.

Rejection-Acceptance of the Child

Professionals who have worked with parents have frequently concluded that the parents reject their retarded child, or that they show hostility toward the child.[1,2,3,4,5,6,7,8] Peck and Stephens administered the *Fels Parent and Child Behavior Scales* to the parents of ten retarded children. They found that the parents as a group were critical of their children's behavior, that the activities of the homes were not organized around the interests of the retarded children, and that the children were given only perfunctory interest by the parents.

---

[1] Elizabeth M. Smith, "Emotional Factors as Revealed in the Intake Process with Parents of Defective Children," *American Journal of Mental Deficiency*, LVI, (April, 1952), 806-12.

[2] Marian Hooper Baum, "Some Dynamic Factors Affecting Family Adjustment to the Handicapped Child," *Exceptional* Children, XXVIII, No. 8 (1962), 387-92.

---

[1] *Ibid*., pp. 387-92.

[2] Blodgett, *Minnesota Medicine*, XL, (October, 1957), 721-22, 730.

[3] Thomas Cummings and Dorothy Stock, "Brief Group Therapy of Retarded Children Outside of the Specialty Clinic Setting," *American Journal of Mental Deficiency*, LXVI, No. 5 (1962), 739-48.

[4] Graliker, Parmelee, and Koch, *Pediatrics*, XXIV, No. 5, Part 1 (1959), 819-21.

[5] Ann Marie Grebler, "Parental Attitudes Toward Mentally Retarded Children," *American Journal of Mental Deficiency*, LVI, No. 3 (1952), 475-83.

[6] Michaels and Schucman, *American Journal of Mental Deficiency*, LXVI, No. 4 (1962), 568-73.

[7] Bernhard Scher, "Help to Parents: An Integral Part of Service to the Retarded Child," *American Journal of Mental Deficiency*, LX, (July, 1955), 169-75.

[8] G. H. Zuk, "The Cultural Delemma and Spiritual Crisis of the Family with a Handicapped Child," *Exceptional Children*, XXVIII, No. 8 (1962), 405-408.

In studies by both Peck and Stephens[1] and Worchel and Worchel,[2] parents were found to rate their retarded children less favorably on personality traits, than they did their normal children. The investigators interpreted these findings as evidence for parental rejection of their retarded children. Begab[3] concluded from his counseling experiences with parents, that community rejection may cause the parents to react with hostility toward their retarded child. Bryant and Hirschberg[4] stated that the parents they counseled often attempted to conceal their anger toward their retarded child by being overpermissive and overprotective. Schucman,[5] who worked at an institute providing educational and therapeautic help to parents of retarded children, reported the following parental reactions: overt rejection of the child, denial of rejection through overindulgence and overprotection, and ambivalence in attitudes and behavior.

---

[1] John R. Peck and Will Beth Stephens, "A Study of the Relationship between the Attitudes and Behavior of Parents and that of Their Mentally Defective Children," American Journal of Mental Deficiency, LXIV, No. 5 (1960), 839-43.

[2] Tillie L. Worchel and Philip Worchel, "The Parental Concept of the Mentally Retarded Child," American Journal of Mental Deficiency, LXV, No. 6 (1961), 782-88.

[3] Michael J. Begab, "Factors in Counseling Parents of Retarded Children," American Journal of Mental Deficiency, LX, No. 5 (1956), 515-24.

[4] Keith N. Bryant and J. Cotter Hirschberg, "Helping the Parents of a Retarded Child," American Journal of Diseases of Children, CII (1961), 52-56.

[5] Helen Schucman, "Further Observations on the Psychodynamics of Parents of Retarded Children," The Training School Bulletin, LX, No. 2 (1963), 70-74.

Some reports on parent rejection-acceptance were more favorable than those discussed above. Caldwell and Guze[1] administered psychiatric interviews and several attitude scales to 16 mothers of retarded children. They found evidence of strong love and acceptance in the mothers. Saenger[2] interviewed 520 parents of severely retarded children. He found that approximately 70 percent of the parents accepted their retarded children. In addition, a number of writers reported that parents overrate the abilities or characteristics of their retarded child,[1,2,3,4] or that the parents consider their retarded child to be at least equal to normal children.[5,6] These reports suggested that parents have favorable attitudes toward their retarded child. They are discussed in detail, later.

---

[1] Betty M. Caldwell and Samuel B. Guze, "A Study of the Adjustment of Parents and Siblings of Institutionalized and Non-Institutionalized Retarded Children," American Journal of Mental Deficiency, LXIV, No. 5 (1960), 845-61.

[2] Gerhart Saenger, The Adjustment of Severely Retarded Adults in the Community, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

Fear of the Future and Disappointment in Hopes

It could be expected that if parents perceive their child to be developing inadequately, they would worry

---

[1] Allen Blumberg, "A Comparison of the Conceptions and Attitudes of Parents of Children in Regular Classes and Parents of Mentally Retarded Children Concerning the Subgroups of Mental Retardation." (Unpublished Ed. D. Dissertation, Syracuse University, 1964).

[2] G. G. Jensen and Kate L. Kogan, "Parental Estimates of the Future Achievement of Children with Cerebral Palsy," Journal of Mental Deficiency Research, VI, No. 1 (1962), 56-64.

[3] Allan Barclay and Glen Vaught, "Maternal Estimates of Future Achievement in Cerebral Palsy Children," American Journal of Mental Deficiency, LXIX, No. 1 (1964), 62-65.

[4] G. H. Zuk, "Autistic Distortions in Parents of Retarded Children," Journal of Consulting Psychology, XXIII, No. 2 (1959), 171-76.

[5] Worchel and Worchel, American Journal of Mental Deficiency, LXV, No. 6 (1961), 782-88.

[6] Peck and Stephens, American Journal of Mental Deficiency, LXIV, No. 5 (1960), 839-43.

about his future. Expressions of worry and fear about the future ability of their retarded child to be independent were reported by Coleman,[1] Graliker and Koch,[2] Hersh,[3] Kanner,[4] Kelman,[5] Morris,[6] Rosen,[7] Schonell and Watts,[8] Schucman,[9] Wardell,[10] and Zwerling.[11] Parents have also been found to express disappointment in their hopes and ambitions for their retarded child.[1,2,3,4,5,6,7,8,9,10]

---

[1] James C. Coleman, "Group Therapy with Parents of Mentally Deficient Children," American Journal of Mental Deficiency, LVII (1953), 700-04.

[2] Graliker and Koch, American Journal of Mental Deficiency, LXIX, No. 4 (1965), 553-59.

[3] Hersh, Social Work, VI, No. 2 (1961), 61-66.

[4] Leo Kanner, "Parent's Feeling About Retarded Children," American Journal of Mental Deficiency, LVII (January, 1953), 375-83.

[5] Howard R. Kelman, "Parent Guidance in a Clinic for Mentally Retarded Children," Social Casework, XXXIV, No. 10 (1953), 441-47.

[6] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[7] Leonard Rosen, "Selected Aspects in the Development of the Mother's Understanding of Her Mentally Retarded Child," American Journal of Mental Deficiency, LIX (1955), 522-28.

[8] Fred J. Schonell and B. H. Watts, "A First Survey of the Effects of a Subnormal Child on the Family Unit," American Journal of Mental Deficiency, LXI (July, 1956), 210-19.

[9] Schucman, The Training School Bulletin, LX, No. 2 (1963), 70-74.

[10] Winifred Wardell, "The Mentally Retarded in the Family and the Community," American Journal of Mental Deficiency, LVII, (October, 1952), 229-42.

[11] Israel Zwerling, "Initial Counseling of Parents with Mentally Retarded Children," Journal of Pediatrics, XLIV, No. 4 (1954), 469-79.

Reaction to Being a Parent of a Retarded Child

It has frequently been reported that parents of retarded children express feelings of guilt, shame or

---

[1] Bryant and Hirschberg, American Journal of Diseases of Children, CII (1961), 52-56.

[2] Coleman, American Journal of Mental Deficiency, LVII, (1953), 700-04.

[3] Cummings and Stock, American Journal of Mental Deficiency, LXVI, No. 5 (1962), 739-48.

[4] Grebler, American Journal of Mental Deficiency, LVI, No. 3 (1952), 475-83.

[5] K. S. Holt, "The Home Care of Severely Retarded Children," Pediatrics, XXII (1958), 746-55.

[6] Kanner, American Journal of Mental Deficiency, LVII (January, 1953), 375-83.

[7] Kelman, Social Casework, XXXIV, No. 10 (1953), 441-47.

[8] Arthur Mandebaum and May Ella Wheeler, "The Meaning of a Defective Child to Parents," Social Casework, XLI, No. 7 (1960), 360-67.

[9] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[10] G. H. Zuk, Exceptional Children, XXVIII, No. 8 (1962), 405-08.

self-blame.[1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]

---

[1] Anderson, Children, IX, No. 9 (1962), 178-82.

[2] Bryant and Hirschberg, American Journal of Diseases of Children, CII (1961), 52-56.

[3] Coleman, American Journal of Mental Deficiency, LVII (1953), 700-04.

[4] Cummings and Stock, American Journal of Mental Deficiency, LXVI, No. 5 (1962), 739-48.

[5] Grebler, American Journal of Mental Deficiency, LVI, No. 3 (January, 1952), 475-83.

[6] Hersh, Social Work, VI, No. 2 (1961), 61-66.

[7] Holt, Pediatrics, XXII (1958), 746-55.

[8] Kanner, American Journal of Mental Deficiency, LVII (January, 1953), 375-83.

[9] Kelman, Social Casework, XXXIV, No. 10 (1953), 441-47.

[10] Cleo E. Popp, Vivian Ingram, and Paul H. Jordan, "Helping Parents Understand Their Mentally Handicapped Child," American Journal of Mental Deficiency, LVIII (April, 1954), 530-34.

[11] Rheingold, "Interpreting Mental Retardation to Parents," Journal of Consulting Psychology, IX, No. 3 (1945), 142-48.

[12] Fred J. Schonell and Meg Rorke, "A Second Survey of the Effects of a Subnormal Child on the Family Unit, American Journal of Mental Deficiency, LXIV (March, 1960), 862-68.

[13] S. L. Sheimo, "Problems in Helping Parents of Mentally Defective and Handicapped Children," American Journal of Mental Deficiency, LVI, No. 1 (1951), 42-47.

[14] Smith, American Journal of Mental Deficiency, LVI (April, 1952), 806-812.

[15] Marguerite M. Stone, "Parental Attitudes Toward Retardation," American Journal of Mental Deficiency, LIII (1948), 363-72.

[16] Waskowitz, Journal of Pediatrics, LIV, No. 3 (1959), 319-29.

[17] Zwerling, Journal of Pediatrics, XLIV, No. 4 (1954), 469-79.

Wardell[1] stated that parents often feel that the birth of a retarded child is a reflection upon themselves and their ancestors. Beck[2] wrote that parents often express feelings of social shame and embarassment over the child's behavior. Parents counseled by Begab[3] sometimes viewed the child as a symbol of "Godly punishment." Saenger[4] reported that feelings of guilt were suspected in 43 percent of the families interviewed. Schipper[5] found that mothers interviewed often either felt themselves to blame, or projected their guilt feelings and blamed their husband, or his family. Morris[6] stated that parents may condemn themselves, and then engage in sacrificial acts and overprotection to relieve their feelings of guilt. Waterman[1] concluded that it is natural for guilt to be aroused in parents with the creation of a defective child. Expressions of self doubt and personal inadequacy over being the parent of a retarded child have also been reported.[2,3,4,5,6,7,8,9,10,11,12,13]

---

[1] Wardell, American Journal of Mental Deficiency, LVII (October, 1952), 229-42.

[2] Beck, Children, VI, No. 6 (1959), 225-30.

[3] Begab, American Journal of Mental Deficiency, LX, No. 5 (1956), 515-24.

[4] Saenger, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

[5] Martha Taylor Schipper, "The Child With Mongolism in the Home," Pediatrics, XXIV, No. 1 (1959), 132-44.

[6] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

---

[1] John H. Waterman, "Psychogenic Factors in Parental Acceptance of Feebleminded Children," _Diseases of the Nervous System_, IX, No. 6 (1948), 184-87.

[2] Baum, _Exceptional Children_, XXVIII, No. 8 (1962), 387-92.

[3] Begab, _American Journal of Mental Deficiency_, LX, No. 5 (1956), 515-24.

[4] Cummings and Stock, _American Journal of Mental Deficiency_, LXVI, No. 5 (1962), 739-48.

[5] Lawrence Goodman and Ruth Rothman, "The Development of a Group Counseling Program in a Clinic for Retarded Children," _American Journal of Mental Deficiency_, LXV, No. 6 (1961), 789-95.

[6] Hersh, _Social Work_, VI, No. 2 (1961), 61-66

[7] Holt, _Pediatrics_, XXII (1958), 746-55.

[8] Kelman, _Social Casework_, XXXIV, No. 10 (1953), 441-47.

[9] Mandebaum and Wheeler, _Social Casework_, XLI, No. 7 (1960), 360-67.

[10] Michaels and Schucman, _American Journal of Mental Deficiency_, LXVI, No. 4 (1962), 568-73.

[11] Schonell and Rorke, _American Journal of Mental Deficiency_, LXIV, (March, 1960), 862-68.

[12] Schucman, _The Training School Bulletin_, LX, No. 2 (1963), 70-74.

[13] Waterman, _Diseases of the Nervous System_, IX, No. 6 (1948), 184-87.

Effect on the Family

Much of the literature has suggested that the retarded child has an extremely negative effect on his family resulting in curtailment of ordinary activities; social withdrawal and isolation; tension, quarrels, and strain; marital maladjustment; and distrubed sibling relationships. On the basis of interviews with parents of retarded children, Holt[1] reported that family activities are seriously affected. Schonell and Watts[2] found that approximately 25 to 50 percent of the parents interviewed experienced difficulty in planning such daily family activities as eating, visiting, having visitors, holidays, sleeping arrangements, and leisure time. Beck[3] stated that parents may withdraw from normal life activities. According to Hersh,[4] disruption of normal family routines is one of the unique problems associated with having a retarded child in the home.

---

[1] Holt, _Pediatrics_, XXII (1958), 746-55.

[2] Schonell and Watts, _American Journal of Mental Deficiency_, LXI (July, 1956), 210-19.

[3] Beck, _Children_, VI, No. 6 (1959), 225-30.

[4] Hersh, _Social Work_, VI, No. 2 (1961), 61-66.

Withdrawal from social contacts, or feelings of social isolation by parents of retarded children have been reported by Begab,[1] Goodman and Rothman,[2] Holt,[3] Kelman,[4] Morris,[5] Peck and Stephens,[6] Popp, Ingram, and Jordan,[7] Smith,[8] Stone,[9] Wardell,[10] and Waskowitz.[11] Parents are often unwilling to have visitors in the home according to Schonell and Rorke,[1] Smith,[2] and Wardell.[3] Graliker, Parmelee and Koch,[4] and Waterman[5] reported that parents often fear the reactions of their relatives and friends to the fact that their child is retarded. On the basis of their experiences as caseworkers with parents, Hesselswerdt, Sherman, Smith, and Sterling[6] concluded that what may appear to be paranoid reactions on the part of parents, are in reality justified by the lack of acceptance of the retarded child in society.

---

[1] Begab, *American Journal of Mental Deficiency*, LX, No. 5 (1956), 515-24.

[2] Goodman and Rothman, *American Journal of Mental Deficiency*, LXV, No. 6 (1961), 789-95.

[3] Holt, *Pediatrics*, XXII, (1958), 746-55.

[4] Kelman, *Social Casework*, XXXIV, No. 10 (1953), 441-47.

[5] Morris, *American Journal of Mental Deficiency*, LIX, (January, 1955), 510-16.

[6] Peck and Stephens, *American Journal of Mental Deficiency*, LXIV, No. 5 (1960), 839-43.

[7] Popp, Ingram, and Jordan, *American Journal of Mental Deficiency*, LVIII (April, 1954), 530-34.

[8] Smith, *American Journal of Mental Deficiency*, LVI (April, 1952), 806-12.

[9] Stone, *American Journal of Mental Deficiency*, LIII, (1948), 363-72.

[10] Wardell, *American Journal of Mental Deficiency*, LVII (October, 1952), 229-42.

[11] Waskowitz, *Journal of Pediatrics*, LIV, No. 3 (1959), 319-29.

---

[1] Schonell and Rorke, American Journal of Mental Deficiency, LXIV (March, 1960), 862-68.

[2] Smith, American Journal of Mental Deficiency, LVI (April, 1952), 806-12.

[3] Wardell, American Journal of Mental Deficiency. LVII (October, 1952), 229.

[4] Graliker, Parmelee, Koch, Pediatrics, XXIV, No. 5, Part I (1959), 819-21.

[5] Waterman, Diseases of the Nervous System, IX, No. 6 (1948), 184-87.

[6] Paula Hesselscwerdt, et al. "Some Basic Considerations in Social Work with the Mentally Retarded," American Journal of Mental Deficiency, LXII, No. 1 (1957), 131-36.

Parents were found to attribute tension, strain, and anger in the home to the presence of their retarded child.[1,2,3,4,5,6,7,8] Farber[9] found that as the retarded child grew older, he had an increasingly disruptive effect on family life.

Kanner,[10] who counseled and interviewed parents, reported that one of the difficulties the parents expressed

---

[1] Anderson, Children, IX, No. 9 (1962), 178-82.

[2] Beck, Children, VI, No. 6 (1959), 225-30.

[3] Coleman, American Journal of Mental Deficiency, LVII (1953), 700-04.

[4] Holt, Pediatrics, XXII (1958), 746-55.

[5] Kelman, Social Casework, XXXIV, No. 10 (1953), 441-47.

[6] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[7] Schonell and Watts, American Journal of Mental Deficiency, LXI (July, 1956), 210-19.

[8] Smith, American Journal of Mental Deficiency, LVI (April, 1952), 806-12.

[9] Bernard Farber, "Effects of a Severely Retarded Child on Family Integration," Monographs of the Society for Research in Child Development, XXIV, No. 2 (1959).

[10] Kanner, American Journal of Mental Deficiency, LVII, (January, 1953), 375-83.

was marital dissension. Farber[1] found that marital integration was especially lowered by the presence of a retarded child in the home if the child was male. Graliker and Koch[2] found that out of 37 families who did not institutionalize their retarded child as they were earlier recommended to, 19 developed temporary family problems. Of the 19 families, 5 had problems relating to marital difficulties. Kelman[3], in working with parents who brought their children to a clinic, found marital discord arising out of guilt feelings about being the parents of a retarded child. Mandebaum and Wheeler[4] state that fathers may withdraw into work as a defense reaction to the situation. In counseling parents, Nadal[5] found that parents often experienced difficulty in communicating and sharing feelings because the mother needed to invest a large amount of time in caring for the child.

---

[1] Farber, *Monographs of the Society for Research in Child Development*, XXIV, No. 2 (1959).

[2] Graliker and Koch, *American Journal of Mental Deficiency*, LXIX, No. 4 (1965), 553-59.

[3] Kelman, *Social Casework*, XXXIV, No. 10 (1953), 441-47.

[4] Mandebaum and Wheeler, *Social Casework*, XLI, No. 7 (1960), 360-67.

[5] Robert M. Nadal, "A Counseling Program for Parents of Severely Retarded Preschool Children," *Social Casework*, XLII, No. 1 (1961), 78-83.

Smith[1] in reporting her experiences at intake for a state school, declared that the parents often blame each other for the child's condition.

It has been frequently reported that the adjustment of the normal sibling is affected by the presence of a retarded child in the family. Farber[2] found that normal sisters showed high tension, presumably because they were likely to be expected to assume a great deal of responsibility in the care of the severely retarded sibling. Parental neglect of, and inattention to the normal sibling was found by Beck[3], Blodgett[4], Morris[5], and Waterman[6]. In casework, Hersh[7] found that parents frequently stated they institutionalized their retarded child because of the effect he had on his normal sibling.

---

[1] Smith, American Journal of Mental Deficiency, LVI (April, 1952), 806-12.

[2] Farber, Monographs of the Society for Research in Child Development, XXIV, No. 2 (1959).

[3] Beck, Children, VI, No. 6 (1959), 225-30.

[4] Blodgett, Minnesota Medicine, LX (October, 1957), 721-22, 730.

[5] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[6] Waterman, Diseases of the Nervous System, IX, No. 6 (1948), 184-87.

[7] Hersh, Social Work, VI, No. 2 (1961), 61-66.

Kelman[1] reported that the normal sibling is often embarrassed by, and ashamed of the retarded child.

Retarded Child No Problem to Family

Some of the literature, inconsistent with the findings of the reports summarized above, has indicated that the retarded child does not create a problem for the family. This suggests that it is not the retardation alone which determines the attitudes, reactions, and adjustment of the family members to the child, but other conditions as well. Rosen[2] found that most of the 36 mothers he interviewed did not believe their retarded child created unusual problems in the home. Caldwell and Guze[3], in interviews with 32 parents, found the mothers of both institutionalized and non-institutionalized retarded children to be adjusting well. They also found family morale to be high, relatively little guilt or rejection in the parents, and positive attitudes expressed by wives toward their husbands. Graliker, Fishler, and Koch[4] interviewed teenage siblings of mongoloid children. The teenagers reported that they felt comfortable having friends visit the home, led active social lives, felt that their home life was happy, and did not feel burdened with responsibility. The latter investigators speculated that the positive attitudes may have been due to the young ages of the retarded children, all of whom were below six years of age. It will be recalled that Farber[1] found the retarded child to have an increasingly disruptive affect on the family as he grew older.

---

[1] Kelman, _Social Casework_, XXXIV, No. 10 (1953), 441-47.

[2] Rosen, _American Journal of Mental Deficiency_, LIX (1955), 522-28.

[3] Caldwell and Guze, _American Journal of Mental Deficiency_, LXIV, No. 5 (1960), 845-61.

[4] Betty V. Graliker, Karol Fishler, and Richard Koch, "Teenage Reaction to a Mentally Retarded Sibling," _American Journal of Mental Deficiency_, LXVI, No. 6 (1962), 838-43.

Saenger[2], in interviews with parents of 520 severely retarded adults, also reported generally positive family adjustment. Of the families interviewed, 75 per cent stated that the retarded child was easy to get along with and presented no difficulties, 60 percent were unable to recall any problems created by the child at all, while only 5 percent considered the child difficult to handle. Approximately one-half of the retarded children regularly and consistently assumed at least some responsibility for the care of the home and themselves. It was felt by 80 percent of the parents that they could leave their retarded child alone safely, and 88 percent stated that the child was not demanding of their time and kept himself busy.

---

[1] Farber, _Monographs of the Society for Research in Child Development_, XXIV, No. 2 (1959).

[2] Saenger, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

Schipper[1] found similar results in interviews with parents of mongoloid children whose group mean IQ score was somewhat below 50. Of the 43 families in the study, 31 were well-adjusted. In all of the disturbed families, the father and mother differed in their views on whether the child had problems, or needed help. Schipper also found that the normal sibling was well-adjusted in 33 of the families, and in only 6 of the 10 families with a disturbed sibling did the parents attribute the disturbance to the retarded child

Some of the literature has also indicated that parents of retarded children generally experience positive reactions from others in the community. According to Schonell and Watts[2], parents they interviewed often stated that the attitudes of others in the community were favorable toward them and their child. Appell, Williams, and Fishell[3] reported that the mothers of retarded children felt, both before and after being counseled, that the community understood and accepted their child. Saenger[4] found that 64 per cent of the parents of severely retarded children interviewed believed their neighbors to be friendly and sympathetic, 31 percent found their neighbors to be uninterested, and only 5 percent found their neighbors to be hostile and unsympathetic. Schipper[1] found that out of 43 mothers of mongoloid children, 33 felt that their families and their mongoloid children were accepted in the neighborhood and community, while 10 mothers felt that their families and their mongoloid children had disturbed relations in the neighborhood and community.

---

[1] Schipper, Pediatrics, XXIV, No. 1 (1959), 132-44.

[2] Schonell and Watts, American Journal of Mental Deficiency, LXI (July, 1956), 210-19.

[3] Appell, Williams, and Fishell, American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 807-12.

[4] Saenger, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

Parent Estimates of Their Retarded Child

Some of the literature has been primarily concerned with how realistic parents are in estimating the capabilities or characteristics of their retarded children. The findings of these studies and reports have not been entirely consistent with each other. Those that found parents to overrate their retarded children will be looked at first.

Blumberg[2] investigated and compared the attitudes of three groups of parents; those of normal, regular class children; those of educable mentally retarded children; and those of trainable mentally retarded children. He found that all three groups of parents rated their own children more positively than they did any of three subgroups of mental retardation; the slow learner, the educable mentally retarded, and the trainable mentally retarded.

---

[1] Schipper, Pediatrics, XXIV, No. 1 (1959), 132-44.

[2] Blumberg, (Unpublished Ed. D. Dissertation, Syracuse University, 1964).

It is interesting that although both groups of parents of retarded children in the Blumberg study were found to generally overrate their children, they tended to do so most noticeably on personality, or non-intellectual traits. This suggests that although the parents attempt to view their children as positively as they are able, they do recognize that they are limited in intellectual ability.

Other studies that reported parents over-estimate the abilities of their retarded children were done by Jensen and Kogan[1], Barclay and Vaught[2], and Zuk[3]. Jensen and Kogan administered a questionnaire to the parents of cerebral palsied children who were all under six years of age. They found that the parents' estimations of their children's skills and accomplishments were well over the estimations made by the clinic staff. Greater over-estimations were made by parents whose children were younger, by parents whose children had severe motor disability, and by parents whose children had severe retardation.

---

[1] Jensen and Kogan, Journal of Mental Deficiency Research, VI, No. 1 (1962), 56-64.

[2] Barclay and Vaught, American Journal of Mental Deficiency, LXIX, No. 1 (1964), 62-65.

[3] Zuk, Journal of Consulting Psychology, XXIII, No. 2 (1959), 171-76.

Barclay and Vaught found results similar to Jensen and Kogan. Using Jensen and Kogan's rating scale, they asked mothers to estimate the future achievement of educational, vocational, and social skills of their 40 cerebral palsied children. Twenty of the children were under 6 years of age, and 20 were over 6 years of age. The mothers' average rating of 97.40 was significantly higher than the investigators' average rating of 58.92. The investigators' ratings were based upon the Stanford-Binet and Vineland Social Maturity test scores. Barclay and Vaught[1] found that it was not the age or the degree of physical handicap of the child, but the degree of the child's retardation which influenced the unrealism of the mother's ratings.

Zuk[2], working clinically with parents, found that they often over-estimated the abilities of their retarded children. He compared parents' ratings of their children on the Vineland Social Maturity Test with the Children's Stanford Binet scores. Zuk found that 145 parents of non-physically handicapped retarded children generally overestimated their child's abilities, while 22 parents of physically handicapped retarded children accurately estimated their child's abilities.

---

[1] Barclay and Vaught, American Journal of Mental Deficiency, LXIX, No. 1 (1964), 62-65.

[2] Zuk, Journal of Consulting Psychology, XXIII, No. 2 (1959), 171-76.

In opposition to the findings of the studies summarized above, Ewert and Green[1], Capobianco and Knox[2], Rheingold[3], , and Schulman and Stern[4], all reported that parents can accurately estimate the developmental level of their retarded child. Ewert and Green[5] asked the mothers of 100 retarded children to estimate the age at which their child was functioning. These estimated ages were used to compute estimated IQ scores. The mothers estimated within 15 points of actual IQ scores for 70 percent of the retarded boys, and for 57 percent of the retarded girls.

---

[1] Josephine C. Ewert and Meredith W. Green, "Conditions Associated with the Mother's Estimate of the Ability of Her Retarded Child," American Journal of Mental Deficiency, LXII, No. 3 (1957), 521-33.

[2] R. J. Capobianco and Stanley Knox, "IQ Estimates and the Index of Marital Integration," American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 718-21.

[3] Rheingold, Journal of Consulting Psychology, IX, No. 3 (1945), 142-48.

[4] Jerome L. Schulman and Sheila Stern, "Parents' Estimate of the Intelligence of Retarded Children," American Journal of Mental Deficiency, LXIII, No. 4 (1959), 696-98.

[5] Ewert and Green, American Journal of Mental Deficiency, LXII, No. 3 (1957), 521-33.

Capobianco and Knox[1] asked parents of 66 mentally retarded children to estimate whether their child could succeed at tasks taken from the Stanford-Binet. Using those estimates to compute estimated IQ scores, they found parents to be fairly accurate. The true IQ score mean for the group was 61.1. The mean estimated IQ score for fathers was 61.7, and for mothers it was 67.7.

Schulman and Stern[2] also found that parents could estimate their retarded child's IQ rather accurately. The parents of 50 retarded children were asked to estimate the developmental age of their child. From the estimated developmental ages, estimated IQ scores were derived. It was found that the average of the estimated IQ scores was 57.2, while that of the test IQ scores was 55.5.

Rheingold[3], on the basis of experiences with parents who brought their retarded children to a clinic, claimed that parents accurately estimated their child's ability level. Rheingold reported that when parents were asked to estimate the age their child most closely resembles, they estimated an age close to the child's scored mental age.

---

[1] Capobianco and Knox, American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 718-21.

[2] Schulman and Stern, American Journal of Mental Deficiency, LXIII, No. 4 (1959), 696-98.

[3] Rheingold, Journal of Consulting Psychology, IX, No. 3 (1945), 142-48.

The Influence of Religion on Parent Attitude

A few studies have suggested that religious background influences the attitudes of parents toward their retarded children. Based on the impressions of psychiatric social workers who interviewed 39 Catholic and 37 non-Catholic mothers of mentally retarded children, Zuk[1] concluded that the Catholic mothers were more acceptant of their children. Zuk contended that Catholocism offers emotional support and absolution from guilt. In a similar study, Zuk _et al._[2] found 37 Catholic mothers to be more intense in religious practices and somewhat more acceptant toward their retarded children than 27 Protestant and 8 Jewish mothers. Zwerling[3] sent out letters to 85 parents of retarded children. According to the parents' replies, religion played a positive role in their adjustment to the situation. Farber[4] concluded that the Catholic church provides emotional support to parents of retarded children.

---

[1] G. H. Zuk, "The Religious Factor and the Role of Guilt in Parental Acceptance of the Retarded Child," _American Journal of Mental Deficiency_, LXIV, No. 1 (1959), 139-47.

[2] G. H. Zuk, _et al._, "Maternal Acceptance of Retarded Children: A Questionnaire Study of Attitudes and Religious Background," _Child Development_, XXXII (1961), 525-40.

[3] Zwerling, _Journal of Pediatrics_, XLIV, No. 4 (1954), 469-79.

[4] Farber, _Monographs of the Society for Research in Child Development_, XXIV, No. 2 (1959).

He found that the presence of a retarded male in the home more adversely affects the marital integration of non-Catholics than it does Catholics.

Boles[1], on the other hand, administered a questionnaire to mothers of cerebral palsied children and found that Catholic mothers showed more guilt, unrealism, and social withdrawal than Jewish mothers. He also found Catholic mothers showed more anxiety than Protestant mothers. Leichman[2], in interviews with parents of educable and trainable retarded children found no difference between Protestant and Catholic mothers in their acceptance of their retarded children.

Social Class and Parent Attitude

Few of the reports have given consideration to the relationship between parent social class and attitude toward the retarded child; those reports that have, indicate that social class may be important in determining parent attitude.

A number of professionals who have interviewed, counseled, or guided parents have reported their subjective impressions about the influence of social class upon the attitudes and behavior of parents. Giannini and Goodman[1] asserted that the mongoloid child represents an assault upon middle class strivings, aspirations, and goals, and that parents of lower class status are far less traumatized. From interviews with, and observations of 201 families of children ranging from mild to severe retardation, Holt[2], concluded that the families who managed well were not in the upper social classes. He found lower class parents to be less ambitious, less frustrated, and less disappointed. Similarly, Michaels and Schucman[3] reported their general impression that parents of lower socio-economic status are able to more easily accept retardation in their children because they tend to be lower in intelligence, usually do not have high intellectual ambitions for themselves or their children, and are themselves largely dependent upon social agencies. Rautman[4] claimed that workers in the field have repeatedly observed that where the family standards are low, the child's retardation is made inconspicuous, resulting in a more favorable educational and vocational prognosis.

---

[1] Glen Boles, "Personality Factors in Mothers in Cerebral Palsied Children," Genetic Psychology Monographs, LIX (May, 1959), 159-218.

[2] Nathan S. Leichman, Parent Attitudes in Rearing Mentally Retarded Children, U.S. Office of Education, Dept. of Health, Education and Welfare, Project No. OE175, Contract No. SAE7146 (California State Dept. of Education, Sacramento, California, April, 1962).

---

[1] Margaret J. Giannini and Lawrence Goodman, "Counseling Families During the Crisis Reaction to Mongolism," American Journal of Mental Deficiency, LXV, No. 5 (1963), 740-47.

[2] Holt, Pediatrics, XXII (1958), 746-55.

[3] Michaels and Schucman, American Journal of Mental Deficiency, LXVI, No. 4 (1962), 568-73.

[4] Arthur L. Rautman, "Society's First Responsibility to the Mentally Retarded," American Journal of Mental Deficiency, LIV (October, 1949), 155-62.

If parent attitudes are influenced by social class, and parents of lower class status do not perceive their retarded children as needing help, then such perceptions will be contrary to professionals' goals to offer help to the parent and child. Thorne and Andrews[1] noted that of parents who wished to remove their children from an institution, those of low intelligence were the most insistent. According to Thorne and Andrews, these parents could see little wrong with the child since he was not much different from the rest of the family who were getting along in the community. Belinkoff[2] tried to interest parents of retarded children of ages five and six in an extra-school educational project. Those parents who were referred from medical sources were of middle social class and they were anxious to have their children accepted in the project. Those parents who were referred from educational sources were of low social class, and they were resistant to having their children in the project. According to Belinkoff, the latter group of parents denied the retardation; expected their children to make good adjustments in life, just as relatives who had also been poor in school achievement had; and could see little need for special help for their children.

---

[1] Frederick C. Thorne and Jean Stewart Andrews, "Unworthy Parental Attitudes Toward Mental Defectives," American Journal of Mental Deficiency, L, No. 3 (1946), 411-18.

[2] Cornelia Belinkoff, "Attitudes and Emotional Reactions of Parents of Institutionalized Cerebral Palsied, Retarded Patients," American Journal of Mental Deficiency, LXV, No. 2 (1960), 221-26.

Limitations in the Related Literature

There are a number of reasons to doubt that the extremely negative attitudes and reactions reported in most of the literature are representative of all groups of parents who have mentally retarded children. First, the parents who were utilized may represent a special group because of the way they were selected. Second, the findings may be applicable primarily to parents of children with severe degree of retardation. And third, the findings may not be applicable to parents of all social class levels.

Most of the reports and studies are based upon the attitudes and reactions of parents who sought help from various agencies concerned with mental retardation, such as hospitals, clinics, private schools, institutions, and parent organizations. Those who seek help must necessarily have judged their child to be a problem. Among the parents who do not seek help, many may consider their child to be no problem, and they would be automatically excluded from most of the reports and studies. Only a few of the studies previously referred to selected from parents with children in public school special classes[1,2,3,4]. It is interesting to note that three of these four studies found many positive attitudes expressed by parents (Blumberg, Leichman, and Saenger).

Further, it may be that the findings apply primarily to parents of children with severe degree of retardation. It might be expected that the more severe the retardation of the child, the more likely it is that his parents will perceive him to be a problem, and the more likely it is that his parents will seek help. Yet most of the reports stated only that the children of the parents were mentally retarded;

---

[1] Blumberg, (Unpublished Ed. D. Dissertation, Syracuse University, 1964).

[2] Leichman, U.S. Office of Education, Dept. of Health, Education, and Welfare, Project No. OE175, Contract No. SAE7146 (California State Dept. of Education, Sacramento, California, April, 1962).

[3] Peck and Stephens, American Journal of Mental Deficiency, LXIV, No. 5 (1960), 839-43.

[4] Saenger, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

they failed to specify the level of retardation[1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32]

---

[1] Anderson, Children, IX, No. 9 (1962), 178-82

[2] Appell, Williams, and Fishell, American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 807-12.

[3] Baum, Exceptional Children, XXVIII, No. 8 (1962), 387-92.

[4] Beck, Children, VI, No. 6 (1959), 225-30.

[5] Begab, American Journal of Mental Deficiency, LX, No. 5 (1956), 515-24.

[6] Blodgett, Minnesota Medicine, XL, (October, 1957), 721-22, 730.

[7] Bryant and Hirschberg, American Journal of Diseases of Children, CII (1961), 52-56.

[8] Coleman, American Journal of Mental Deficiency, LVII (1953), 700-04.

[9] Cummings and Stock, American Journal of Mental Deficiency, LXVI, No. 5 (1962), 739-48.

[10] Goodman and Rothman, American Journal of Mental Deficiency, LXV, No. 6 (1961), 789-95.

[11] Graliker and Koch, American Journal of Mental Deficiency, LXIX, No. 4 (1965), 553-59.

[12] Graliker, Parmelee, and Koch, Pediatrics, XXIV, No. 5, Part I (1959), 819-21.

[13] Hersh, Social Work, VI, No. 2 (1961), 61-66.

[14] Hesselscwerdt, *et al*., American Journal of Mental Deficiency, LXII, No. 1 (1957), 131-36.

[15] Kanner, American Journal of Mental Deficiency, LVII (January, 1953), 375-83.

[16] Kelman, Social Casework, XXXIV, No. 10 (1953), 441-47.

[17] Mandebaum and Wheeler, Social Casework, XLI, No. 7 (1960), 360-67.

[18] Michaels andSchucman, American Journal of Mental Deficiency, LXVI, No. 4 (1962), 568-73.

[19] Morris, American Journal of Mental Deficiency, LIX (January, 1955), 510-16.

[20] Peck and Stephens, American Journal of Mental Deficiency, LXIV, No. 5 (1960), 839-43.

[21] Rheingold, Journal of Consulting Psychology, IX, No. 3 (1945), 142-48.

[22] Rosen, American Journal of Mental Deficiency, LIX (1955), 522-28.

[23] Sheimo, American Journal of Mental Deficiency, LVI, No. 1 (1951), 42-47.

[24] Scher, American Journal of Mental Deficiency, LX (July, 1955), 169-75.

[25] Schucman, The Training School Bulletin, LX, No. 2 (1963), 70-74.

[26] Smith, American Journal of Mental Deficiency, LVI (April, 1952), 806-12.

[27] Stone, American Journal of Mental Deficiency, LIII (1948), 363-72.

[28] Wardell, American Journal of Mental Deficiency, LVII (October, 1952), 229-42.

[29] Waskowitz, Journal of Pediatrics, LIV, No. 3 (1959), 319-29.

[30] Worchel and Worchel, American Journal of Mental Deficiency, LXV, No. 6 (1961), 782-88.

[31] Zuk, Exceptional Children, XXVIII, No. 8 (1962), 405-08.

[32] Zwerling, Journal of Pediatrics, XLIV, No. 4 (1954), 469-79.

Some of the reports specified that the children were all, or primarily below the educable retarded level[1,2,3,4,5,6,7,8,9,10].

---

[1] Caldwell and Guze, American Journal of Mental Deficiency, LXIV, No. 5 (1960), 845-61.

[2] Farber, Monographs of the Society for Research in Child Development, XXIV, No. 2 (1959).

[3] Graliker,. Fishler, and Koch, American Journal of Mental Deficiency, LXVI, No. 6 (1962), 838-43.

[4] Nadal, Social Casework, XLII, No. 1 (1961), 78-83.

[5] Popp, Ingram and Jordan, American Journal of Mental Deficiency, LVIII (April, 1954), 530-34.

[6] Saenger, A Report to the New York State Interdepartmental Resources Board, Albany, New York, October, 1957.

[7] Schipper, Pediatrics, XXIV, No. 1 (1959), 132-44.

[8] Schonell and Rorke, American Journal of Mental Deficiency, LXIV (March, 1960), 862-68.

[9] Schonell and Watts, American Journal of Mental Deficiency, LXI (July, 1956), 210-19.

[10] Zuk, et al., Child Development, XXII (1961), 525-40.

Only a few reports specified that parents of both educable and trainable retarded children were included[1,2,3,4,5]. However, neither Grebler, Holt, or Waterman mentioned whether any attempt was made to differentiate parent attitude according to the level of retardation of the child. It will be recalled that Blumberg found the parents of both educable and trainable children to overrate their child. He also found that the parents of educable children rated the subgroups of retardation more highly than did the parents of trainable children. Leichman found the mothers of educable children to be more optimistic than the mothers of trainable children about their child's future vocational independence and ability to marry.

Finally, although social class level has seldom been accounted for in the literature, there are reasons for believing that it is important in influencing the

---

[1] Blumberg, (Unpublished Ed. D. Dissertation, Syracuse University, 1964).

[2] Grebler, American Journal of Mental Deficiency, LVI, No. 3 (1952), 475-83.

[3] Holt, Pediatrics, XXII (1958), 746-55.

[4] Leichman, U.S. Office of Education, Dept. of Health Education and Welfare, Project No. OE175, Contract No. SAE 7146 (California State Dept. of Education, Sacramento, California, April, 1962).

[5] Waterman, Diseases of the Nervous System, IX, No. 6 (1948), 184-87.

attitudes of parents toward their retarded children. These reasons were discussed in Chapter I, pp. 2-4. The clinical impressions reported by Giannini and Goodman[1], Holt[2], Michaels and Schucman[3], and Rautman[4] (pp. 30-31) also lend support to the belief that social class level influences the attitudes of parents toward their retarded child.

It must be concluded that the reports and studies summarized in this chapter have provided little information, either about the attitudes and reactions of parents who have educable retarded children in public school special classes, or about the influence of social class upon the attitudes and reactions of these parents.

Summary and Relevance of the Related Literature to the Present Study

The great majority of the reports have stated that the parents of mentally retarded children express very negative attitudes, reactions, and feelings. Some of the attitudes frequently reported were negative emotional reactions to a diagnosis of retardation in the child; rejection of the child, and hostility toward the child; worry and fear about the child's future, and frustration of hopes and ambitions; guilt, shame, and self-doubt about being a parent of a retarded child; difficulty in performing ordinary family daily and social activities, and strain in family relationships.

---

[1] Giannini and Goodman, American Journal of Mental Deficiency, LXV, No. 5 (1963), 740-47.

[2] Holt, Pediatrics, XXII (1958), 746-55.

[3] Michaels and Schucman, American Journal of Mental Deficiency, LXVI, No. 4 (1962), 568-73.

[4] Rautman, American Journal of Mental Deficiency, LIV (October, 1949), 155-62.

There is some doubt that the negative attitudes generally reported are representative of all groups of parents of mentally retarded children. First, the parents utilized usually were those who sought help, and so must have judged their child to be a problem; second, they were often, or primarily parents of children who were below the educable level of retardation; and third, social class level may effect parent attitude. It is concluded that there is little information about the attitudes of parents in different social classes who have educable, retarded children in public school special classes.

In the next chapter, the method of selection of the subjects for the study, and the characteristics of the subjects will be described.

CHAPTER III

PROCEDURE

In this chapter, the method of obtaining and selecting the parents and children for the study are described. The characteristics of the families, including their social class characteristics, are presented. The latter sections of the chapter describe the interviews, the interview instruments used, and the scoring of the responses to the interview instruments.

School Systems Participating in the Study

Ten public school systems in upstate New York agreed to participate in the study.

Obtaining and Selecting Parents for Interviews

In obtaining parents for interviews, a procedure had to be followed which would not provoke adverse parent reaction. Many parents of retarded children would probably resent it if the school gave information about themselves or their child to someone not directly employed by the school to work with the child. Accordingly, a letter was composed (see Appendix A for copy of letter), introducing the investigator and the study, and asking the parents to participate in being interviewed in their homes. The letter assured the parents that no names, addresses, or school records would be given to the investigator unless they agreed to participate in the study. In nine of the ten school systems, copies of the letter were given to the children by their teachers. The children were asked to take the letters home to their parents for signing and then to return them to their teachers. In the tenth school system there was a formal organization of parents of special class children and the letters were distributed at one of their meetings.

In Table 1 are the parents' responses to the letters. Approximately 30 percent of the parents either failed to respond, or refused to be interviewed. Of the 155 parents who agreed to be interviewed, 49 failed to meet the criteria for inclusion in the study, as described in the footnote to Table 1. The parents interviewed then, cannot be considered representative of the total population of parents who have children in these special classes.

Determination of Family Social Class

Using Hollingshead's Index of Social Position (HISP), all families in the study were ranked from high (1) to low (5) on a five position social class scale[1]. The HISP uses

---

[1] August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley and Sons, 1958), pp. 387-98.

TABLE 1

PARENT RESPONSE TO LETTER REQUESTING INTERVIEW

School	Families							
	Total Who Were Sent Letters		Refused to be Interviewed or Failed to Return Letter		Agreed to be Interviewed[a]		Total Interviewed[a]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	8	100.0	2	25.0	6	75.0	6	75.0
2	4	100.0	1	25.0	3	75.0	3	75.0
3	18	100.0	1	25.0	17	94.4	12	66.7
4	20	100.0	6	30.0	14	70.0	12	60.0
5	17	100.0	4	23.5	13	76.5	9	52.9
6	17	100.0	6	35.3	11	64.7	9	52.9
7	16	100.0	4	25.0	12	75.0	8	50.0
8	18	100.0	8	44.4	10	55.6	8	44.4
9	22	100.0	5	22.7	17	77.3	9	40.0
10	85	100.0	33	38.8	52	61.2	30	35.3
Total	225	100.0	70	31.1	155	68.9	106	47.1

[a] There is a difference of 49 in the number of those who agreed to be interviewed, and those who were interviewed. Among the 49 families who agreed, but who were not interviewed, in 24 families, one or both of the parents were not living with the child; 12 families were not of the white race; in 6 of the families, the child fell outside the chronological age limits set for this study; in 4 of the families, the child fell outside the IQ range limits set for this study; and 3 of the families left the school district before the interview could be arranged.

three criteria for determining an individual's social class position; the head of the family's occupation, the head of the family's number of formal years of schooling completed, and the residential area in which the individual lives. A full description of the use of HISP is given in Appendix E. The data in Table 2 show the occupational, educational, and residential characteristics of typical individuals in this study for each of the social class ranks used. In Table 3 is the social class distribution of the parents included in this study.

TABLE 2
TYPICAL CHARACTERISTICS OF INDIVIDUALS IN EACH SOCIAL CLASS

Social Class	Characteristics		
	Occupational	Educational	Residential Area
2	Managers and proprietors of medium sized businesses, and lesser ranking professionals[a].	College Graduates	Medium-sized single family homes. Homes well-kept and well landscaped.
3	Clerical workers, sales workers, technicians and salaried administrators of small businesses.	High School Graduates	Small-sized single family homes. Homes well-kept and well landscaped.
4	Skilled workers	Junior High School or partial high school completed	Two and three family older homes. Homes placed close to each other, and to the street.
5	Unskilled workers	Grade or Junior High completed.	Old homes crowded together and in need or repair and painting.

[a] Lesser ranking professionals include engineers, teachers, social workers, pharmacists, opticians, and accountants.

TABLE 3

SOCIAL CLASS RANKINGS OF PARENTS[a]

Social Class	Number of Parents	Percent
2	22	10.4[b]
3	58	27.4
4	92	43.4
5	40	18.9
Total	212	100.1[c]

[a] Rankings determined by Hollingshead's Index of Social Position as described by August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley and Sons, 1958), pp. 387-97.

[b] Social Class "2" includes one family (two parents ranked as class "1."

[c] Sum of percentages is not 100.0 because of rounding off of figures.

It must be emphasized that the social class distribution of these parents is not representative of all parents who have children in special classes in this geographic area. Neither is the distribution representative of all parents who have children in the special classes included in this study. First, in an effort to find class 2 parents, three school systems in wealthy communities were chosen. Although these school systems contribute only about one-fifth of the total number of families in the study, they contribute more than one-half of the Class 2 families (see Table 4). Second, of the parents who either failed to return letters, or who refused to participate in the study, greater proportions are evidently from social classes 4 and 5, than from 2 and 3. Although the investigator was provided with specific information about families only when the parents indicated a willingness to participate in the study, a number of the teachers were able to provide general information about the backgrounds of the families not participating. The information the teachers provided indicated that the families not participating tended to be of social classes 4 and 5. Third, there were 49 families who agreed to participate in the study, but who were excluded. Twenty-four of these families were excluded because one or both parents were not living in the home with the child, and 12 were excluded because they were not of the white race. A large proportion of both of these latter groups are of social classes 4 and 5. It is likely then, that the parents interviewed in this study represent a social class distribution that is higher than that of all parents of special class children in the geographic area.

In Figure 1, a comparison is made between this study and Hollingshead and Redlich's study in the proportions of families found in each social class. The proportions of families found in each social class is similar for the two studies. Hollingshead and Redlich used a five percent random sampling of subjects from the community of New Haven, Connecticut[1]. Again, it is emphasized that the parents included in this study are not representative of all parents with special class children in the geographic area. The latter group probably consists of a smaller proportion of class 1, 2, and 3 families, and a greater proportion of class 4 and 5 families.

In Table 4 is the social class distribution within each school system of the families participating in the study. The school systems numbered 1, 2, and 3, that are located in the wealthier communities, contributed relatively large proportions of class 2 and 3 families, and relatively small proportions of class 4 and 5 families.

Each parent was asked his religious affiliation, and this information is shown in Table 5. It can be seen that about half of the parents are Catholic.

---

[1] *Ibid*., pp. 30-38.

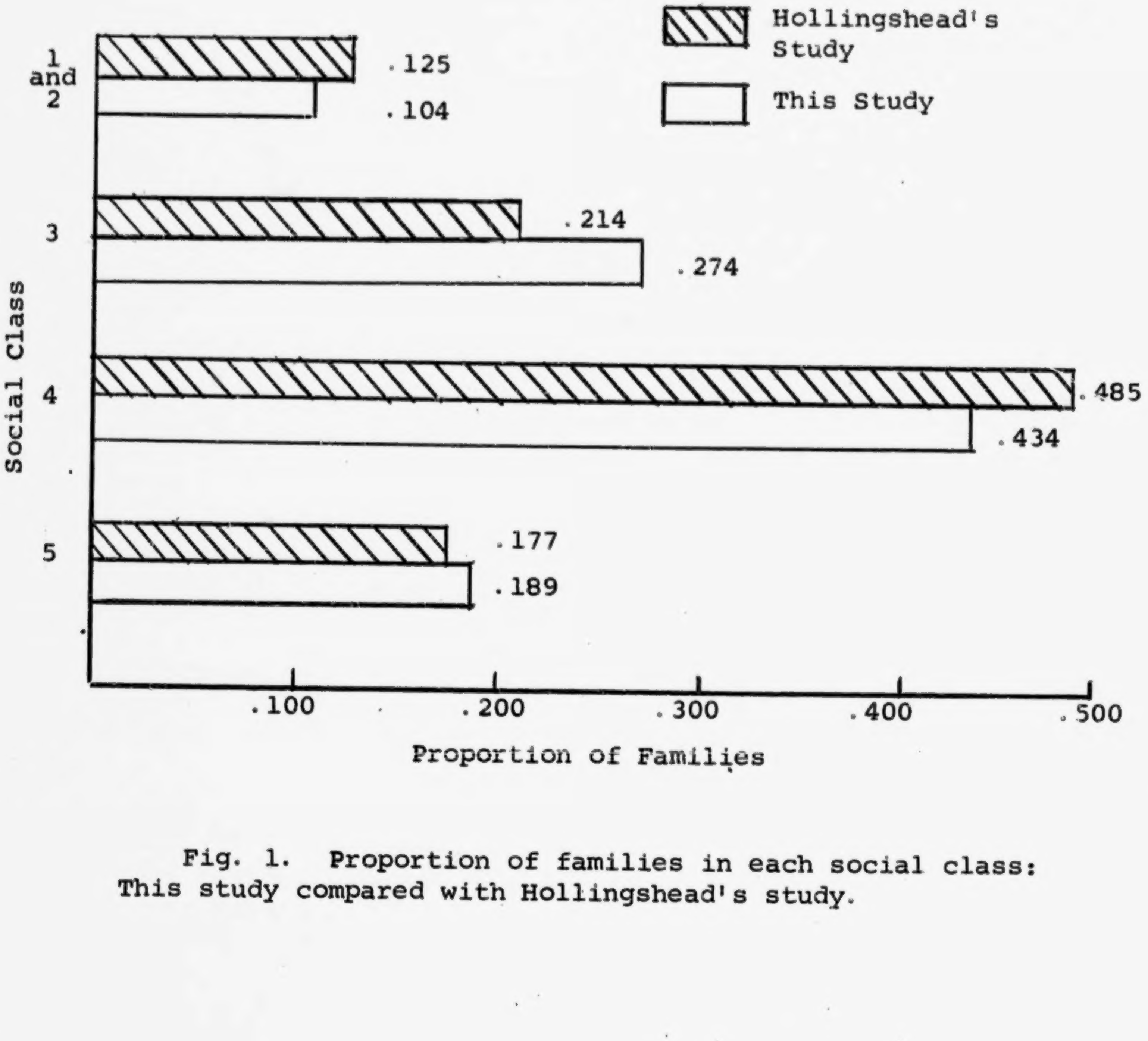

Fig. 1. Proportion of families in each social class: This study compared with Hollingshead's study.

TABLE 4

SOCIAL CLASS DISTRIBUTION OF FAMILIES PARTICIPATING IN STUDY WITHIN EACH SCHOOL SYSTEM

School System	Social Class								Total
	2		3		4		5		
	N	Percent	N	Percent	N	Percent	N	Percent	
1	2	33.33	1	16.67	3	50.00	-	-	6
2	3	100.00	-	-	-	-	-	-	3
3	2	16.67	5	41.67	3	25.00	2	16.67	12
4	1	8.33	5	41.67	4	33.03	2	16.67	12
5	12	11.11	2	22.22	4	44.44	2	22.22	9
6	-	-	3	33.33	5	55.56	1	11.11	9
7	-	-	4	50.00	3	37.50	1	12.50	8
8	-	-	3	37.50	5	62.50	-	-	8
9	-	-	1	11.11	5	55.56	3	33.33	9
10	2	6.67	5	16.67	14	46.67	9	30.00	30
Total	11	10.38	29	27.36	46	43.40	20	18.87	106

TABLE 5

RELIGIOUS AFFILIATION OF PARENTS

Religion	Number of Parents	Percent
Catholic	105	49.52
Protestant (Unspecified Sect)	60	28.30
Methodist	19	8.96
Presbyterian	8	3.77
Baptist	7	3.30
Episcopalian	4	1.89
Jewish	4	1.89
Non-Affiliated	4	1.89
Undisclosed	1	0.47
Total	212	100.00

Each parent was asked his age. Parent ages range from 28 to 71. The mean parent age is 40.45, with a standard deviation of 7.56. The distribution of parent ages is shown in Figure 2.

Selection and Characteristics of the Children

The children were selected for this study according to the following criteria:

1. Member of a public school special class for educable mentally retarded children.

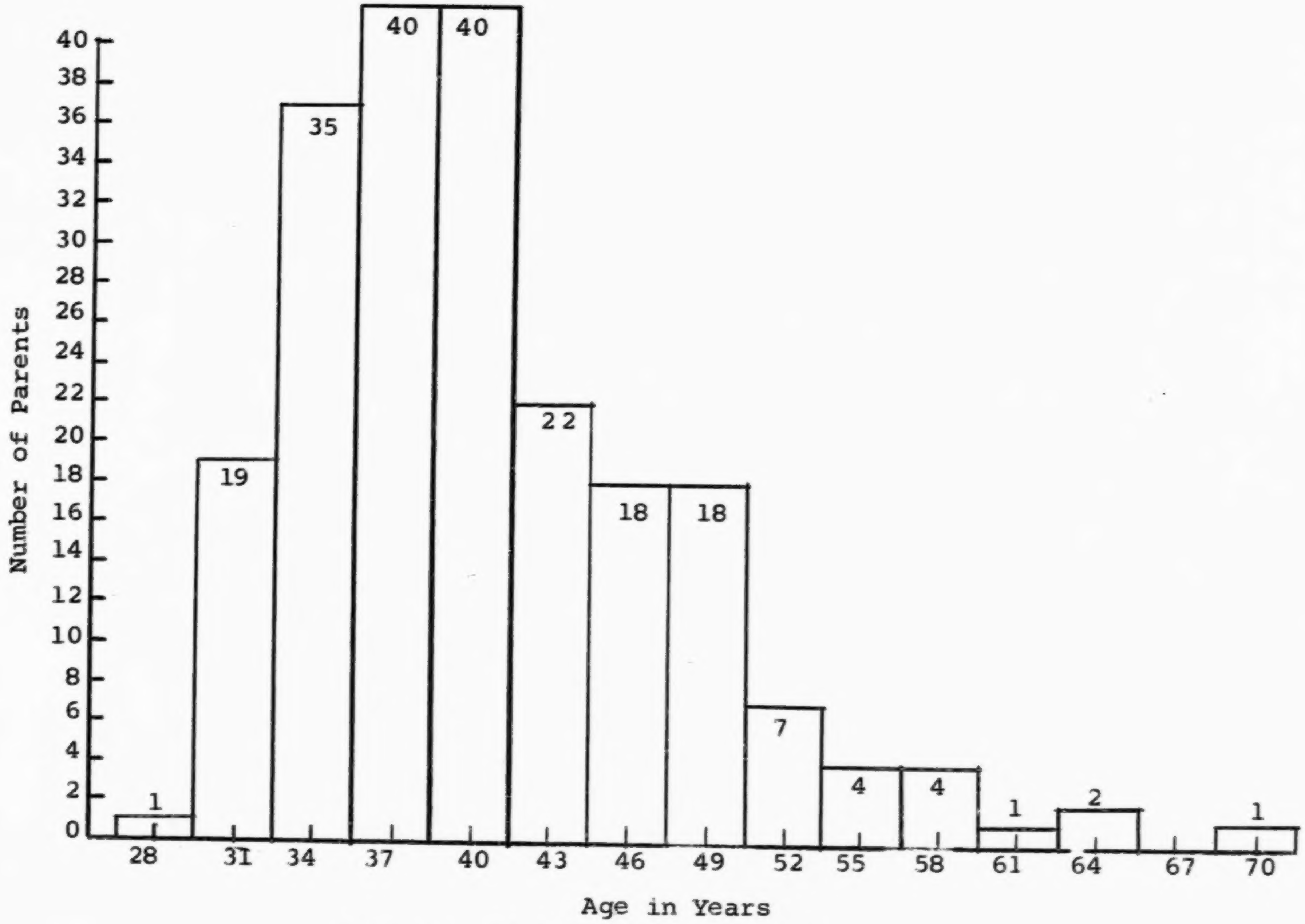

Fig. 2. Distribution of parent ages.

2. Individual intelligence test score within the 50 to 80 IQ range.
3. Chronological age within the 9.5 to 14.0 year range.
4. Member of the white race.
5. Both parents agree to be interviewed.
6. Both parents living in the home.

On the basis of the criteria listed above, a total of 106 children were included in the study. Sixty, or 56.6 percent of the children are male, and forty-six or 43.4 percent are female.

In Table 6 are the number and proportion of male and female children in each social class. Whereas the proportions of males and females is about equal in social classes 3 and 4, there are a larger proportion of males than females in social classes 2 and 5. Males especially predominate in social class 5.

The children's individual intelligence test scores were provided by the school records. Eighty-two of the children were tested with the Stanford-Binet Intelligence Scale, and 24 of the children were tested with the Wechsler Intelligence Scale for children. The IQ scores of the children range from 50 to 80. The mean IQ score is 66.35, with a standard deviation of 6.77. In Figure 3 the distribution of IQ scores is shown.

TABLE 6

DISTRIBUTION OF MALE AND FEMALE CHILDREN IN EACH SOCIAL CLASS

Social Class	Child Sex	Number of Children	Per Cent of Children
2	Male	7	63.6
	Female	4	36.4
	Total	11	100.0
3	Male	15	51.7
	Female	14	48.3
	Total	29	100.0
4	Male	23	50.0
	Female	23	50.0
	Total	46	100.0
5	Male	15	75.0
	Female	5	25.0
	Total	20	100.0
All Classes	Male	60	56.6
	Female	46	43.3
	Total	106	100.0

Figure 4 shows a proportional comparison between the IQ distributions of male and female children. The males have a relatively higher IQ distribution; a much larger proportion of the females than of the males are in the 50 to 60 IQ score range.

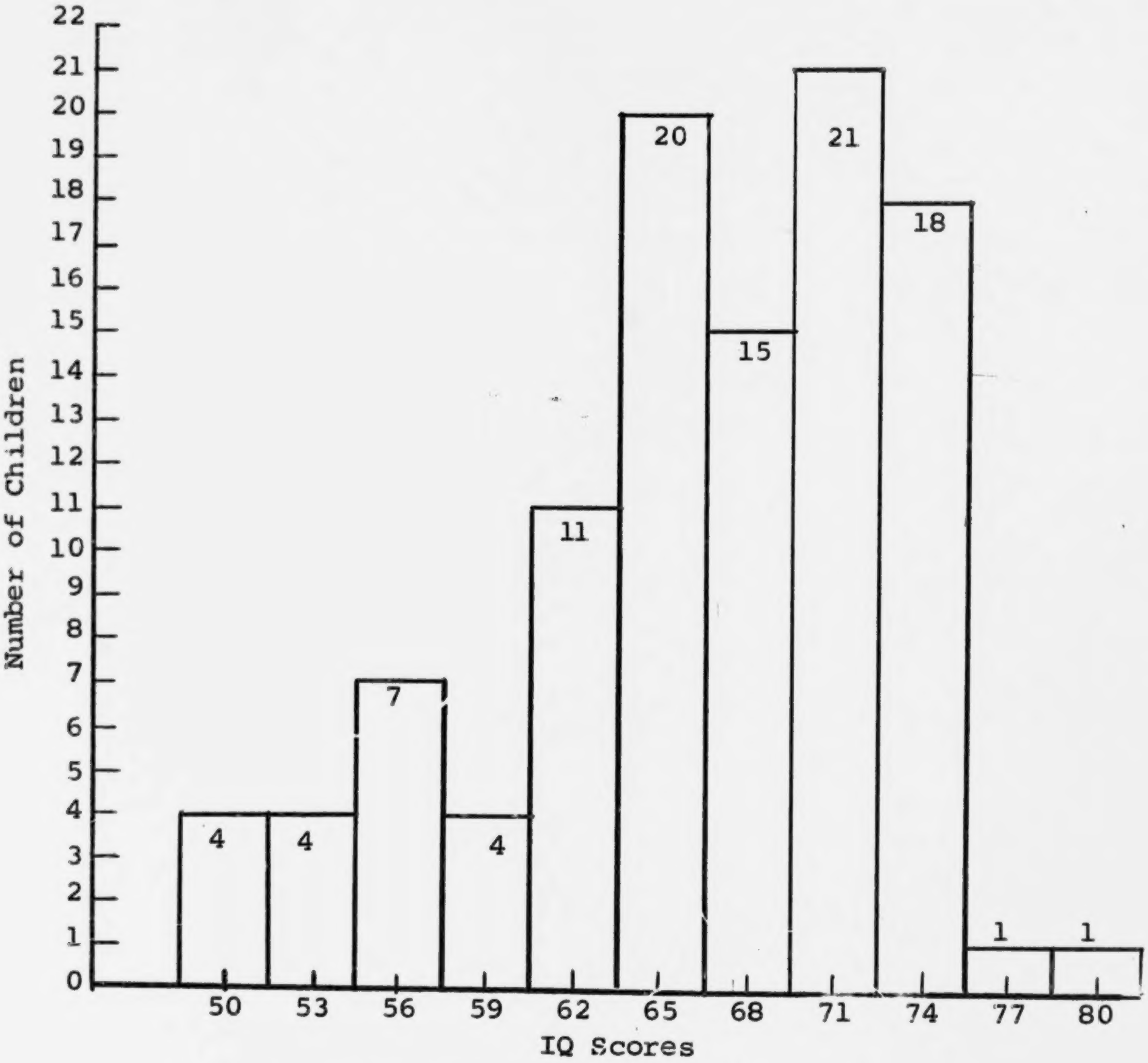

Fig. 3. Distribution of IQ scores of the children.

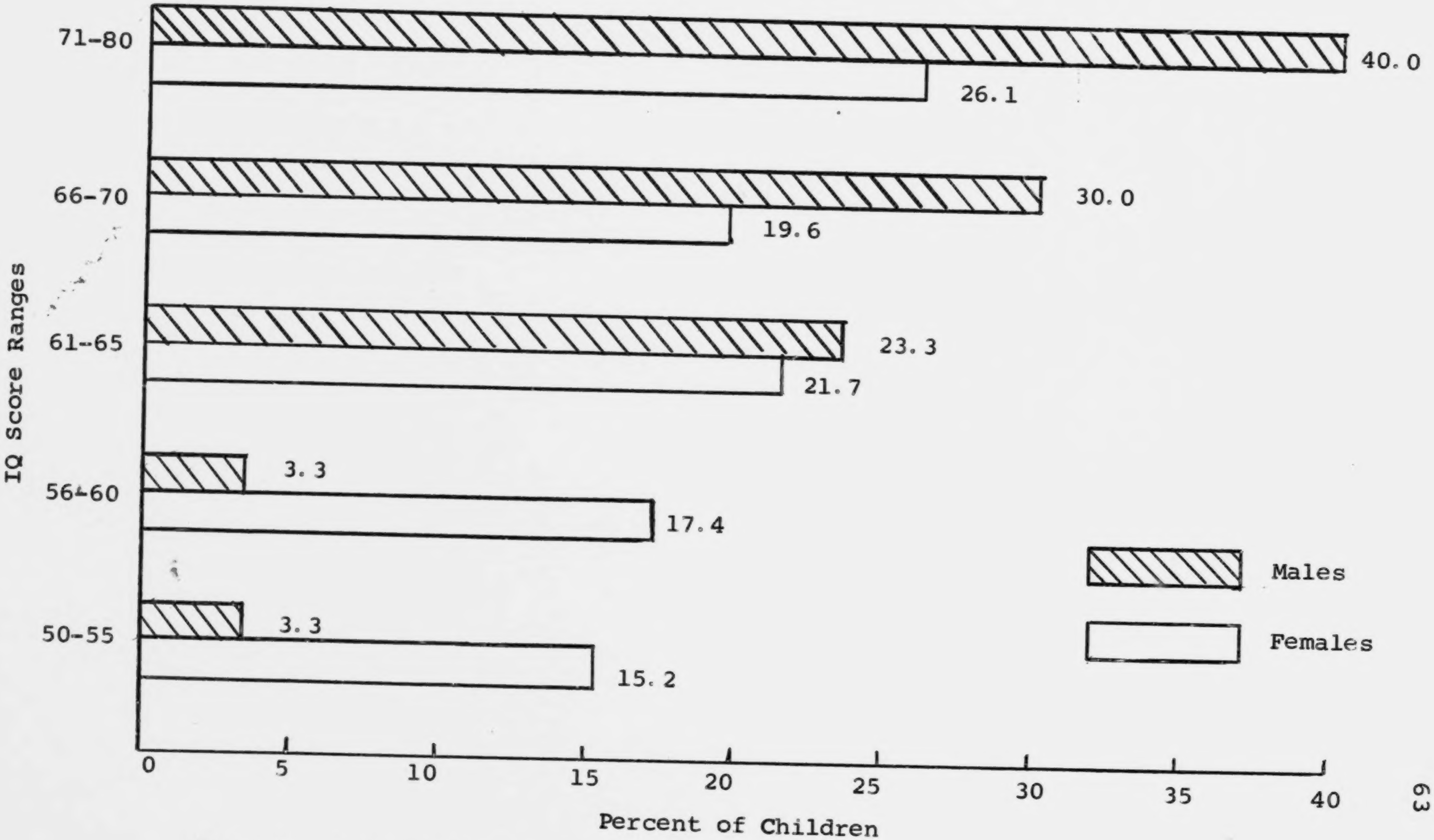

Fig. 4. A proportional comparison between the IQ distributions of male and female children.

Note: Proportions are based upon total number of children within a sex classification.

In Figure 5 is a proportional comparison between the IQ distributions of children from each of the four social class rankings. It can be seen that relatively large proportions of children from the two lower social classes are in the IQ score range of 70 to 80, and that relatively large proportions of children from the two upper social classes are in the IQ score range of 50 to 60. The middle IQ score range of 60 to 69 contains approximately equal proportions of children from each of the four social classes.

In Table 7 are the results of an analysis of variance test for differences among mean IQ scores of children in different social classes. Although mean IQ increases with lower social class level, the differences among the means is not significant.

TABLE 7

ANALYSIS OF VARIANCE OF MEAN IQ SCORES OF CHILDREN IN DIFFERENT SOCIAL CLASSES

	Social Class						
	2	3	4	5	F	df	p
Number	11	29	46	20	1.63	3/102	>.05
Mean IQ	64.0	64.8	67.1	68.2			

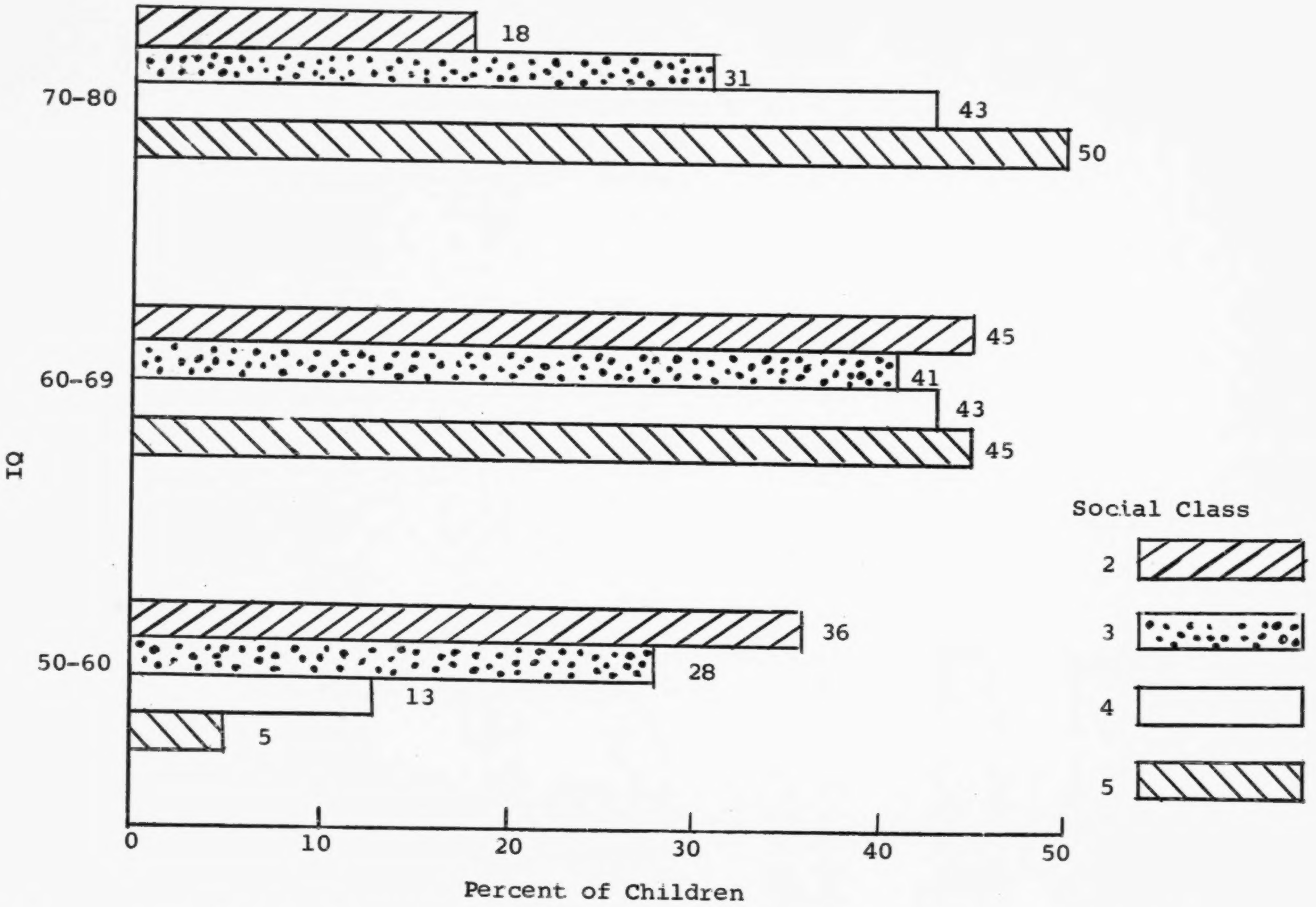

Fig. 5. A proportional comparison between the IQ distributions of children from different social classes.

Note: Proportions are based upon total number of children within a social class.

The children range in chronological age from 116 months, (9 years, 8 months), to 179 months (14 years, 11 months). The mean chronological age is 143.01 months, (11 years, 11 months), and the standard deviation is 15.51 months. In Figure 6 is the distribution of the children's chronological ages.

In Table 8 are the results of an analysis of variance test for differences among mean chronological ages (C.A.) of children in different social classes. The differences among mean chronological ages are not significant.

TABLE 8

ANALYSIS OF VARIANCE OF MEAN CHRONOLOGICAL AGES OF CHILDREN IN DIFFERENT SOCIAL CLASSES

	Social Class						
	2	3	4	5	F	df	p
Number	11	29	46	20			
Mean C.A. in Months	142	141.3	144.6	142.2	1.10	3/102	>.05

The children range in mental age from 62 months (5 years, 2 months) to 126 months (10 years, 6 months). The mean mental age is 94.27 months (7 years, 10 months), and the standard deviation is 13.81 months. In Figure 7 is the distribution of the children's mental ages (M.A.).

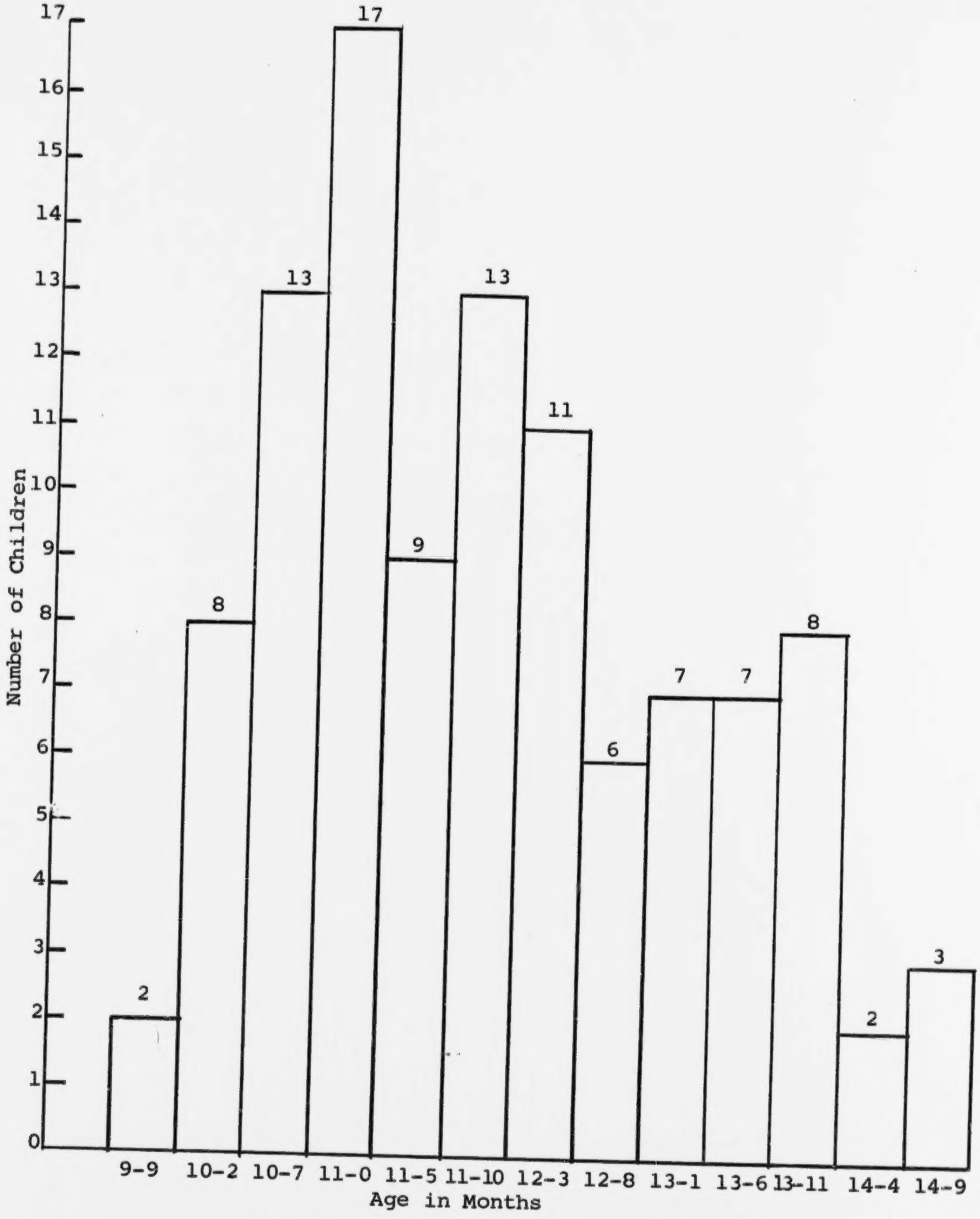

Fig. 6. Distribution of children's ages.

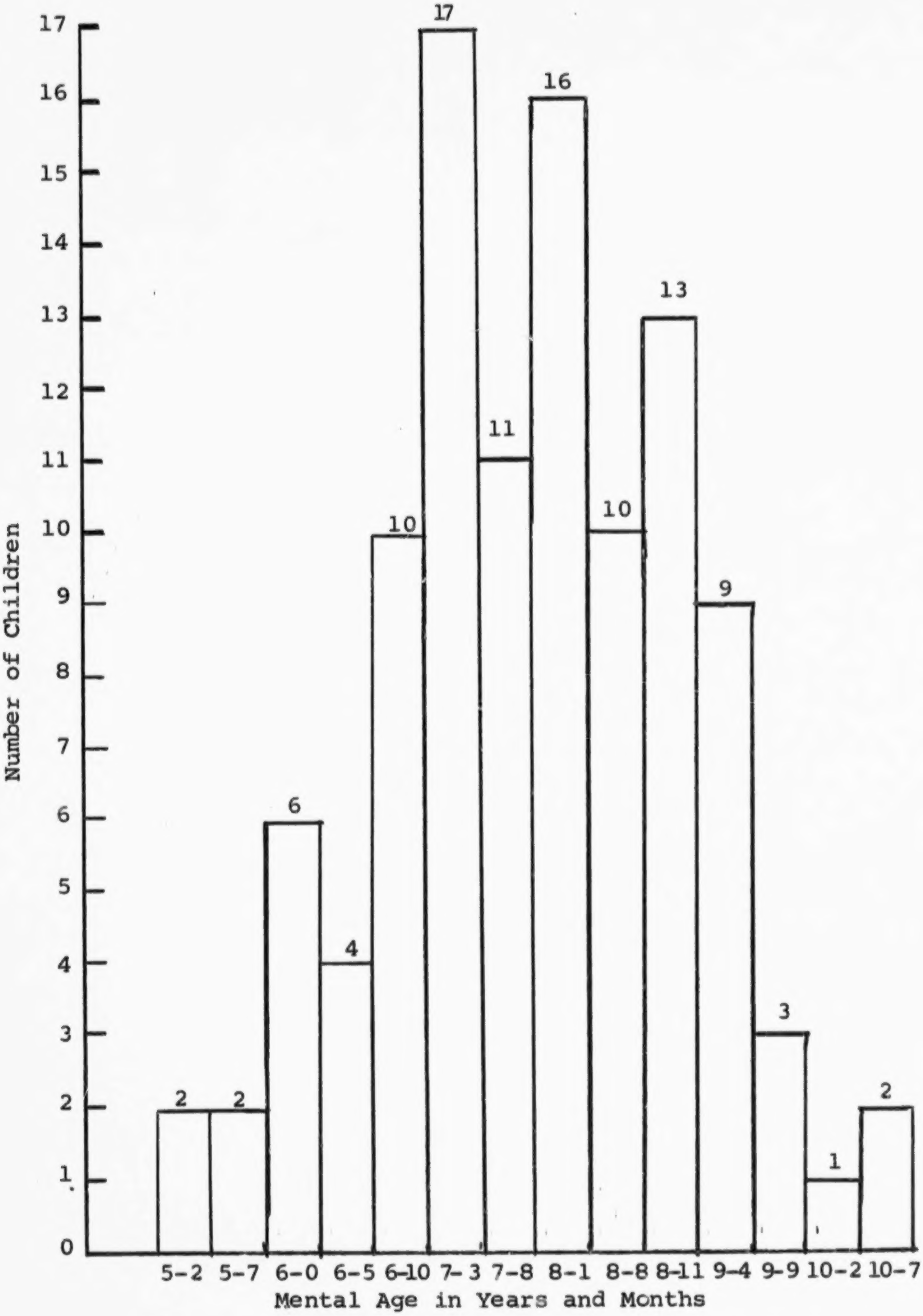

Fig. 7. Distribution of children's mental ages.

In Table 9 are the results of an analysis of variance test for differences among mean mental ages of children in different social classes. Although mean mental age increases with lower social class level, the differences among the means is not significant.

TABLE 9

ANALYSIS OF VARIANCE OF MEAN MENTAL AGES OF CHILDREN IN DIFFERENT SOCIAL CLASSES

	Social Class						
	2	3	4	5	F	df	p
Number	11	29	46	20			
Mean M.A. in Months	90.5	90.0	96.3	96.5	1.33	3/102	>.05

From school records and the interviews with parents, information was obtained on handicaps or problems of children other than their mental retardation. This information is shown in Table 10. It can be seen that almost half of the children are reported to have other problems or handicaps.

TABLE 10

PROBLEMS OTHER THAN MENTAL RETARDATION REPORTED OF CHILDREN[a]

Condition Reported	Number of Children
No other Handicaps or Problems	54
Other Handicaps or Problems	52
Cerebral Palsy	5
Epilepsy	8
Brain Injury	4
Muscular Coordination	3
Speech	14
Hearing	8
Rheumatic Fever	3
Hunchback	1
Club Foot	1
Bed Wetting	1
Infant Only	4
Epileptic Attacks	2
Hands and Feet Deformed	1
Anemic	1

[a] Information is from school records and from interviews with parents. A few children were reported to have more than one problem, but are listed only once. Two children, one listed as epileptic, and the other listed as cerebral palsied, were also reported to have speech problems. Those children reported to have both speech and hearing problems are listed only under hearing problems.

In Table 11 is shown how male and female children are distributed according to handicaps or problems reported other than mental retardation. The proportions of males and females reported as having no other handicaps or problems is approximately equal. The number of children in each classification or problems is too few to allow interpretation of the differences between the proportions of males and females in the classifications.

In Table 12 is a comparison in each social class of children who are reported to have handicaps or problems other than mental retardation, with those who are reported to have none. The table shows that higher social class is associated with a greater proportion of problems.

Interviews with Parents

All parents were interviewed in their homes by the investigator following an agreement upon date and time. The interview instruments used are described on pages 74 - 78. Usually, a time was chosen for interviewing when both parents could be present. The investigator did not request that one parent leave the room while the other was being interviewed. Rather, the parents were told that

TABLE 11

MALE AND FEMALE CHILDREN COMPARED ON PROBLEMS OTHER THAN MENTAL RETARDATION

Handicap or Problem Reported	Child Sex	Number of Children	Percent of Children
None	Male	33	55.0
	Female	21	45.7
	Total	54	50.9
Cerebral Palsy	Male	5	8.3
	Female	..	....
	Total	5	4.7
Epilepsy	Male	3	5.0
	Female	5	10.9
	Total	8	7.5
Brain Injury	Male	3	5.0
	Female	1	2.2
	Total	4	3.8
Speech	Male	6	10.0
	Female	8	17.4
	Total	14	13.2
Hearing	Male	5	8.3
	Female	3	6.5
	Total	8	7.5
Infant Only	Male	3	5.0
	Female	1	2.2
	Total	4	3.8
Other	Male	2	3.3
	Female	7	15.2
	Total	9	8.5

TABLE 12

PROBLEMS OTHER THAN MENTAL RETARDATION REPORTED OF CHILDREN IN EACH SOCIAL CLASS

Social Class	Condition of Child Reported				Total Number of Children
	No Other Problems		Other Problems		
	No.	Proportion	No.	Proportion	
2	3	27.3	8	72.7	11
3	13	44.8	16	55.2	29
4	26	56.5	20	43.5	46
5	12	60.0	8	40.0	20
Totals	54	51.0	52	49.0	106

they might stay or leave while their spouse was interviewed, as they wished. It seemed to the investigator that this procedure helped to establish positive feelings toward the interview, and this was considered to be more important than attempting to insure through separate interviewing that the responses of one parent would not influence the responses of the other. The time for completing an interview generally ranged from an hour to an hour and a half.

The parents were told that the purpose of the study was to help educators to better understand and work more effectively with children in special classes and their parents. It was further explained that a specific purpose of the study was to learn about the feelings and ideas the parents have about their children. At no time was the term mental retardation used unless the parent used the term first. The parents were assured that their names or their children's would not appear in the report of the study, and that their responses to the interview would be held confidential. The investigator also told the parents that they would be able to see the results of the study after it was completed and a report was sent to the school system.

Following the above, there was usually an informal conversation about the child, his schooling, and his general activities. At this time, background information about the parents and children was obtained. After the informal conversation, the interview instruments were administered. _The Adapted Thurston Sentence Completion_ (ATSCF) was administered first, and then the _Rating of the Child Questionnaire_ (RCQ).

The Adapted Thurston Sentence Completion Form

Description of the ATSCF

The _ATSCF_ was adapted for this study from Thurston's Sentence Completion Form[1]. A copy of the form is provided in Appendix C.

---

[1] John R. Thurston, _American Journal of Mental Deficiency_, LXIV, No. 1 (1959), 148-55.

Thurston developed this instrument for determining the attitudes and reactions of parents of handicapped children. The instrument was adapted for this study by omitting certain items and adding others. Items omitted were those referring to the child being handicapped, those referring to national organizations working with the handicapped, and those referring to an institution for handicapped individuals. A number of items suggesting positive feelings about the child were added to match items suggesting negative feelings about the child. For example, "I feel best about" was added as a match to "I worry most about." These items were added to insure that the parent would not receive the impression that the investigator was primarily interested in negative feelings. The following five original areas of the instrument were retained:

1. Reactions and concerns of parents.
2. Attitudes regarding the child's satisfaction-discomfiture.
3. Reactions of brothers and sisters.
4. Reactions of friends and neighbors.
5. Attitudes relating to hopes and expectations.

Administration of the ATSCF

Each incomplete sentence of the ATSCF was read aloud by the investigator, and the parent verbally completed the sentence. The parents were asked to relate each completion to their child. The parents were told that the investigator was interested in any ideas or feelings that they had relating to their child. The investigator wrote the parents' responses as they were given.

Scoring the Responses to the ATSCF

Copies of the recorded interviews were given to three psychologists who independently rated the parents' responses as positive, neutral, or negative. Each psychologist was experienced in evaluating responses to projective data.

The psychologists were instructed to rate as positive any response which indicated that the parent perceived his child to be valuable, worthy, or capable; and to rate as negative any response which indicated that the parent perceived his child to be of low value, unworthy, or incapable. Rated as neutral were any responses which could not be rated as positive or negative, or which could not be considered to relate directly to the child. The final rating assigned to a response was determined by agreement between two or more of the independent ratings. When two ratings for a given response agreed and a third rating disagreed, the third rating was disregarded.

Responses for which there were not at least two ratings in agreement were discarded. The distribution of ratings of responses and the degree of agreement among the three psychologists in their ratings, are shown in Capter IV, Tables 13 and 14.

Content Classification of ATSCF Responses

The parents responses to the ATSCF were classified according to their content by the investigator. In Tables 13-14, Chapter IV, are the content classifications and their rating distributions. Examples of responses belonging to each of the content classifications are given in Appendix, D.

The Rating of the Child Questionnaire

The RCQ was constructed by the investigator for this study. Its purpose was to determine parents' estimates of their retarded child's intellectual, independence, and social abilities. A copy of the RCQ is shown in Appendix, B.

The parents were told that the investigator wished to know how they believed their child compared to others. Five cards were placed before the parent being interviewed; each card had one of the following phrases written on it:

much better than most other children, a little better than most other children, about the same as most other children, a little worse than most other children, and much worse than other children. As the investigator read aloud each item of the RCQ, the parent indicated his estimate of the ability that the item referred to by either reading aloud the phrase from one of the cards or by pointing to one of the cards. If the parent asked whether he was to compare his child only to other children who were retarded, then he was told to base his comparisons on children in general.

A parent's response to the RCQ was classified as a very high, high, medium, low, or a very low estimate, according to whether it respectively represented a rating of the child as much better, a little better, about the same, a little worse, or much worse than most other children.

The method of selecting the parents and children, their characteristics, and the method of interviewing the parents have been described in this chapter. In Chapter IV is presented the results of the investigation.

CHAPTER IV

RESULTS

The results of the interviews of the parents are presented in this chapter. The first part of the chapter presents the results of the administration of the Adapted Thurston Sentence Completion Form (ATSCF). The second part of the chapter presents the results of the administration of the Rating of the Child Questionnaire (RCQ).

The Adapted Thurston Sentence Completion Form

Ratings of Responses to the ATSCF

The degree of agreement among the three judges in rating parent responses to the ATSCF is shown in Table 13. The frequency of agreement in ratings is much greater than the frequency of non-agreement. The frequency with which all three judges agreed is greater than the frequency with which two of the three judges agreed. The 77 responses for which there was no agreement among the judges in their ratings were eliminated from further analysis.

TABLE 13

AGREEMENT AMONG THREE JUDGES IN RATING PARENT RESPONSES TO THE ATSCF

	Number	Percentage
Three Judges Agree	3,961	62.2
Two Judges Agree	2,322	36.5
Total Agreements	6,283	98.8
No Agreement	77	1.2
Total Responses Rated	6,360	100.0

Positive, neutral, and negative ratings which the judges assigned to the parents' responses are shown in Table 14. The larger numbers of responses were rated neutral and negative.

TABLE 14

RATINGS ASSIGNED BY JUDGES TO PARENTS' RESPONSES TO THE ATSCF

Ratings	Responses	
	Number	Percentage
Positive	881	14.0
Neutral	3,048	48.5
Negative	2,354	37.5
Total	6,283	100.0

Ratings assigned to the responses of parents in different social classes is shown in Table 15. The

TABLE 15

RATINGS ASSIGNED TO *ATSCF* RESPONSES OF PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Response Rating						Total	
	Positive		Neutral		Negative			
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2	55	8.4	260	39.9	337	51.7	652	10.4
3	190	11.1	702	40.8	827	48.1	1719	27.4
4	385	14.1	1364	50.1	975	35.8	2724	43.4
5	251	21.1	722	60.8	215	18.1	1188	18.9
Total	881	14.0	3048	48.5	2354	37.5	6283	100.1*

*Sum of percents is not 100.0 because of rounding off of figures.
Chi Square = 345.3647
Degrees of Freedom = 6
p = .001

percentage of responses rated negative increases with higher social class rank of parents, and the percentage of responses rated positive and neutral increases with lower social class rank of parents. Responses are more frequently rated negative than positive for parents in each social class except 5. Responses are more frequently rated negative than neutral for parents in social classes 2 and 3, and responses are more frequently rated neutral than negative for parents in social classes 4 and 5. The chi square test for relationship between rating of parent response and parent social class rank is significant at the .001 level of confidence.

Content and Rating Classifications of Responses to the ATSCF

Parent responses to the ATSCF were not only classified according to the judges' ratings as described in the section above, but also according to their content. The content classifications were made by the investigator. The content classifications of responses made by the investigator and the number and percentage of positive, neutral, and negative ratings within each content classification are shown in Table 16. Parent responses which were vague, or which did not seem to refer to the child were designated "Unclassified According to Content." As shown in Table 16, 98 percent of those responses which the investigator did not classify according to content were rated as neutral by the judges.

When responses which were unclassified according to content by the investigator are included, the total percentage of responses rated netural by the judges is larger than the total percentage of responses rated negative by the judges. However, when only those responses that could be classified according to content by the investigator are included, the total percentage of responses rated negative by the judges is 53.9, and the total percentage of responses rated neutral by the judges is 26.3.

Of responses referring to the child's present status or ability, 89.7 percent are negative. Of responses referring to the child's future, 57.3 percent are neutral and 36.6 percent are negative. Responses referring to the child's social relationships are almost

TABLE 16

PARENT RESPONSES TO THE ATSCF CLASSIFIED ACCORDING TO CONTENT AND ACCORDING TO JUDGES' RATINGS

Content Classification of Responses Referring to the Child	Ratings of Responses by Judges						Total
	Positive		Neutral		Negative		
	Number	Percent	Number	Percent	Number	Percent	
1. Present Status or Ability	95	7.0	44	3.3	1,216	89.7	1,355
2. Future	69	6.2	649	57.3	414	36.6	1,132
3. Social Relationships	172	28.5	214	35.5	217	36.0	603
4. Personality, Disposition, or Character	224	38.5	65	11.2	293	50.3	582
5. Behavior or Attitude of Friends and Neighbors	131	53.5	89	36.3	25	10.2	245
6. Pre-school Years	38	23.8	38	23.8	84	52.5	160
7. Feelings About Being the Parent	95	72.5	22	16.8	14	10.7	131
8. Health	15	20.0	19	25.3	41	54.7	75
9. Physical Appearance	15	75.0	--	--	5	25.0	20
10. Motor Ability	3	16.7	1	5.6	14	77.7	18
11. Speech, Hearing, and Vision	--	--	--	--	11	100.0	11

TABLE 16--Continued

Content Classification of Responses Referring to the Child	Ratings of Responses by Judges						Total
	Positive		Neutral		Negative		
	Number	Percent	Number	Percent	Number	Percent	
12. Safety	--	--	1	16.7	5	83.3	6
Total Classified	857	19.8	1,142	26.3	2,339	53.9	4,338
Unclassified According to Content (Vague, Non-Specific)	24	1.2	1,906	98.0	15	0.8	1,945
Total	881	14.0	3,048	48.5	2,354	37.5	6,283

equally distributed among positive, neutral, and negative ratings. There are large percentages of both positive and negative responses referring to the child's personality, disposition, and character: 38.5 percent positive responses, and 50.3 percent negative responses. Two content classifications have large percentages of positive responses: there are 53.5 percent positive responses referring to the behavior or attitudes of friends and neighbors toward the child, and 72.5 percent positive responses referring to feelings about being the parent of the child.

Subclassifications of responses referring to the child's present status or ability, of responses referring to the child's future, and of responses referring to the child's social relationships are shown in Table 17. Each of the subclassifications of responses referring to the child's present status or ability contains a large percentage of negative responses. The largest percentage of responses referring to the child's future general status are neutral, and the largest percentage referring to the child's future

TABLE 17

PARENT RESPONSES TO THE ATSCF SUBCLASSIFIED ACCORDING TO CONTENT AND ACCORDING TO JUDGES' RATINGS

Content Classification of Responses Referring to the Child	Ratings of Responses by Judges						Total
	Positive		Neutral		Negative		
	Number	Percent	Number	Percent	Number	Percent	
Present Status or Ability							
1. General Capability or Status	31	4.4	16	2.3	664	93.4	711
2. Disappointment in Hopes and Ambitions	--	--	--	--	335	100.0	355
3. School Progress	46	23.0	28	14.0	126	63.0	200
4. Independence Ability	18	20.2	--	--	71	79.8	89
Future							
1. Future General Status	54	7.3	481	64.9	206	27.8	741
2. Future Vocational and Social Adjustment	15	3.8	168	43.0	208	53.2	391
Social Relationships							
1. Behavior or Attitude of Siblings	89	26.9	148	44.7	94	28.4	331
2. Behavior or Attitude of Peers	43	25.3	55	32.3	72	42.3	170
3. Social Ability	40	39.2	11	10.8	51	50.0	102

vocational and social adjustment are negative. There are 64.9 percent neutral responses referring to future general status, and 53.2 percent negative responses referring to future vocational and social adjustment. Of responses referring both to the behavior or attitude of siblings toward the child, and to the behavior or attitude of peers toward the child, fairly large percentages are within each of the three rating classifications. There are large percentages of both positive and negative responses referring to the child's social ability.

Responses of Parents in Different Social Classes to the ATSCF

Responses to the ATSCF expressed by parents in different social classes are shown in Tables 18 through 42. As defined in Chapter I, page 7 and in Chapter III, pages 50 through 53, social class ranks range from high (2) to low (5). One family (two parents) ranked in social class 1 was combined with those families ranked in social class 2. For each table, chi square was calculated to determine there was a significant relationship between parent response to the ATSCF and parent social class rank.

Each table contains responses within one of the three rating classifications (positive, neutral, or negative) and within one content classification shown in Tables 16 and 17. However, tables were constructed for only those content and rating classifications shown in Tables 16 and 17 containing significant numbers (approximately sixty or more) of parent responses. In addition, a table was constructed for each of the three total rating classifications: total positive, total neutral, and total negative ratings. The three tables containing total ratings of responses to the ATSCF are Tables 18, 19, and 20 on pages 91 and 92.

Within each table, parents were classified according to social class rank and according to whether they expressed relatively many or few responses for that particular content and rating classification. The criterion used for classifying parents according to whether they expressed many or few responses varied with the total number of parent responses expressed for a content and rating classification. Where parents generally expressed a relatively large number of responses for a classification, a relatively large number had to be used as a criterion for classifying parents to reveal differences in numbers of responses expressed. Where parents generally expressed relatively few responses for a classification, a small number had to be used as a criterion to reveal differences in numbers of responses expressed by parents. For example, as shown in Table 17, total negative responses expressed by parents about the child's independence ability was only 71. Therefore, parents were classified according to whether they expressed no (few) negative responses or one or more (many) negative responses about their child's independence ability (see Table 22 on page 95). In contrast, as shown in Table 17, total negative responses expressed by parents about the child's general capability and status was 664. Therefore, parents were classified according to whether they expressed less than three (few) negative responses or three or more (many) negative responses about their child's general capability and status.

Total Responses to the ATSCF.--Total responses to the ATSCF expressed by parents in different social classes are shown in Tables 18, 19, and 20. Total positive responses expressed by parents are shown in Table 18, total neutral responses expressed by parents are shown in Table 19, and total negative responses expressed by parents are shown in Table 20. Positive and neutral responses were expressed more frequently by parents in lower social class ranks than by parents in higher social class ranks, and negative responses were expressed more frequently by parents in higher social class ranks than by parents in lower social class ranks. For each of the three response ratings, the chi square test for relationship between parent response and parent social class rank is significant at the .001 level of confidence.

TABLE 18

TOTAL POSITIVE RESPONSES TO THE *ATSCF* EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Four Positive Responses		Parents Expressing Four or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	16	72.7	6	27.3	22	10.4
3	30	51.7	28	48.3	58	27.4
4	38	41.3	54	58.7	92	43.4
5	9	22.5	31	77.5	40	18.9
Total	93	43.9	119	56.1	212	100.1a

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 16.5574
Degrees of Freedom = 3
p = .001

TABLE 19

TOTAL NEUTRAL RESPONSES TO THE ATSCF EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Fourteen Positive Responses		Parents Expressing Fourteen or more Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	14	63.6	8	36.4	22	10.4
3	39	67.2	19	32.8	58	27.4
4	38	41.3	54	58.7	92	43.4
5	4	10.0	36	90.0	40	18.9
Total	95	44.8	117	55.2	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 35.0095
Degrees of Freedom = 3
p = .001

TABLE 20

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Twelve Positive Responses		Parents Expressing Twelve or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	5	22.7	17	77.3	22	10.4
3	16	27.6	42	72.4	58	27.4
4	51	55.4	41	44.6	92	43.4
5	38	95.0	2	5.0	40	18.9
Total	110	51.9	102	48.1	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 51.4590
Degrees of Freedom = 3
p = .001

Child's Present Status or Ability.--Tables 21 through 24 contain responses referring the child's present status or ability expressed by parents in different social classes. Table 21 contains negative responses referring to the child's general capability or status; Table 22, to the child's independence ability; Table 23, to the parent's hopes and ambitions for the child; and Table 24, to the child's school progress. Tables were not constructed for positive and neutral responses in these content classifications because they were few in number (see Table 17 on page 87). For each classification except school progress, parents in high social class ranks more frequently expressed negative responses than did parents in lower social class ranks. The chi square test for relationship between parent response and parent social class rank is significant at the .001 level of confidence for responses referring to the child's general capability or status, and for responses referring to parent disappointment in hopes and ambitions for the child. For responses referring to the child's independence ability, the chi square test for relationship between parent response and parent social class rank is significant at the .01 level of confidence. For responses referring to the child's progress in school, negative responses were more frequently expressed by parents in lower than higher social class ranks, but the chi square test for relationship between parent response and parent social class rank is not significant.

TABLE 21

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Three Negative Responses		Parents Expressing Three or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	5	22.7	17	77.3	22	10.4
3	11	19.0	47	81.0	58	27.4
4	43	46.7	49	53.3	92	43.4
5	35	87.5	5	12.5	40	18.9
Total	94	44.3	118	55.7	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 49.7016
Degrees of Freedom = 3
p = .001

TABLE 22

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	15	68.2	7	31.8	22	10.4
3	38	65.5	20	34.5	58	27.4
4	71	77.2	21	22.8	92	43.4
5	39	97.5	1	2.5	40	18.9
Total	163	76.9	49	23.1	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 14.7253
Degrees of Freedom = 3
p = .01

TABLE 23

DISAPPOINTMENT IN HOPES AND AMBITIONS FOR THE CHILD: RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Two Responses		Parents Expressing Two or More Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	3	13.6	19	86.4	22	10.4
3	21	36.2	37	63.8	58	27.4
4	52	56.5	40	43.5	92	43.4
5	36	90.0	4	10.0	40	18.9
Total	112	52.8	100	47.2	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 42.6728
Degrees of Freedom = 3
p = .001

TABLE 24

CHILD'S SCHOOL PROGRESS: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	19	86.4	3	13.6	22	10.4
3	43	74.1	15	25.9	58	27.4
4	60	64.2	32	34.8	92	43.4
5	23	57.5	17	42.5	40	18.9
Total	145	68.4	67	31.6	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 6.95
Degrees of Freedom = 3
p = non-significant

Child's Future.--Tables 25 through 28 contain responses referring to the child's future expressed by parents in different social classes. Table 25 contains neutral responses, and Table 26 contains negative responses expressed by parents about their child's future vocational and social adjustment. A table was not constructed for positive responses in this content classification because they were few in number (see Table 17 on page 87). Parents in lower social class ranks more frequently expressed neutral responses than did parents in higher social class ranks, and parents in higher social class ranks more frequently expressed negative responses about their child's future vocational and social adjustment than did parents in lower social class ranks. The chi square test for relationship between parent response and parent social class rank is not significant for neutral responses, whereas, for negative responses the test for relationship is significant at the .001 level of confidence.

TABLE 25

CHILD'S FUTURE VOCATIONAL AND SOCIAL ADJUSTMENT: NEUTRAL RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Neutral Responses		Parents Expressing One or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	16	72.7	6	27.3	22	10.4
3	35	60.3	23	39.7	58	27.4
4	51	55.4	41	44.6	92	43.4
5	17	42.5	23	57.5	40	18.9
Total	119	56.1	93	43.9	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 5.910
Degrees of Freedom = 3
p = non-significant

TABLE 26

CHILD'S FUTURE VOCATIONAL AND SOCIAL ADJUSTMENT: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	6	27.3	16	72.7	22	10.4
3	13	22.4	45	77.6	58	27.4
4	50	54.4	42	45.7	92	43.4
5	35	87.5	5	12.5	40	18.9
Total	104	49.1	108	50.9	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 45.3369
Degrees of Freedom = 3
p = .001

Tables 27 and 28 contain responses referring to the child's future general status expressed by parents in different social classes. Table 27 contains neutral responses and Table 28 contains negative responses expressed by parents about their child's future general status. A table was not constructed for positive responses in this content classification because they were few in number (see Table 17 on page 87). Neutral responses were more frequently expressed by parents in lower social class ranks than by parents in higher social class rank, and negative responses were more frequently expressed by parents in higher social class ranks than by parents in lower social class ranks. The chi square test for relationship between parent response and parent social class rank is significant at the .01 level of confidence for neutral responses, and at the .001 level of confidence for negative responses

TABLE 27

CHILD'S FUTURE GENERAL STATUS: NEUTRAL RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing Less Than Two Neutral Responses		Parents Expressing Two or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	16	72.7	6	27.3	22	10.4
3	27	46.6	31	53.5	58	27.4
4	30	32.6	62	67.4	92	43.4
5	12	30.0	28	70.0	40	18.9
Total	85	40.1	127	59.9	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 14.6042
Degrees of Freedom = 3
p = .01

TABLE 28

CHILD'S FUTURE GENERAL STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	6	27.3	16	72.7	22	10.4
3	15	25.9	43	74.1	58	27.4
4	51	55.4	41	44.6	92	43.4
5	30	75.0	10	25.0	40	18.9
Total	102	48.1	110	51.9	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 28.8889
Degrees of Freedom = 3
p = .001

Child's Personality, Disposition, or Character.--Tables 29, 30, and 31 contain responses referring to the child's personality, disposition, or character expressed by parents in different social classes. The chi square test for relationship between parent response and parent social class rank is not significant for either positive, neutral, or negative responses.

TABLE 29

CHILD'S PERSONALITY, DISPOSITION, OR CHARACTER: POSITIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Positive Responses		Parents Expressing One or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	5	22.7	17	77.3	22	10.4
3	24	41.4	34	58.6	58	27.4
4	41	44.6	51	55.4	92	43.4
5	12	30.0	28	70.0	40	18.9
Total	82	38.7	130	61.3	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 5.1528
Degrees of Freedom = 3
p = NS

TABLE 30

CHILD'S PERSONALITY, DISPOSITION, OR CHARACTER: NEUTRAL RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Neutral Responses		Parents Expressing One or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	15	68.2	7	31.8	22	10.4
3	45	77.6	13	22.4	58	27.4
4	74	80.4	18	19.6	92	43.4
5	25	62.5	15	37.5	40	18.9
Total	159	75.0	53	25.0	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 5.5348
Degrees of Freedom = 3
p = NS

TABLE 31

CHILD'S PERSONALITY, DISPOSITION, OR
CHARACTER: NEGATIVE RESPONSES
EXPRESSED BY PARENTS IN
DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	10	45.5	12	54.6	22	10.4
3	23	39.7	35	60.3	58	27.4
4	36	39.1	56	60.9	92	43.4
5	15	37.5	25	62.5	40	18.9
Total	84	39.6	128	60.4	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 0.3974
Degrees of Freedom = 3
p = NS

Feelings About Being the Parent of the Child.--Table 32 contains positive responses referring to feelings about being the parent of the child expressed by parents in different social classes. Tables were not constructed for netural and negative responses referring to feelings about being the parent of the child because they were few in number (see Table 16 on page 84-85). Parents in lower social class ranks more frequently expressed positive responses than did parents in higher social class ranks. The chi square test for relationship between parent response and parent social class rank is significant at the .01 level of confidence.

TABLE 32

FEELINGS ABOUT BEING THE PARENT OF THE CHILD: POSITIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Positive Responses		Parents Expressing One or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	22	100.0	--	--	22	10.4
3	43	74.1	15	25.9	58	27.4
4	61	66.3	31	33.7	92	43.4
5	21	52.5	19	47.5	40	18.9
Total	147	69.3	65	30.7	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 16.0901
Degrees of Freedom = 3
p = .01

Child's Social Relationships.--Tables 33 through 36 contain responses referring to the child's social relationships expressed by parents in different social classes.

Tables 33, 34, and 35 contain responses referring to the behavior or attitude of siblings toward the child expressed by parents in different social classes. Positive responses were more frequently expressed by parents in lower social class ranks than by parents in higher social class ranks. Negative responses were more frequently expressed by parents in higher social class ranks than by parents in lower social class ranks. For positive responses, the chi square test for relationship between parents' responses and parent social class rank is significant at the .001 level of confidence.

TABLE 33

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: POSITIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Positive Responses		Parents Expressing One or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	20	90.9	2	9.1	22	10.4
3	49	84.5	9	15.5	58	27.4
4	60	65.2	32	34.8	92	43.4
5	21	52.5	19	47.5	40	18.9
Total	150	70.8	62	29.3	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 17.4060
Degrees of Freedom = 3
p = .001

for neutral responses, it is non-significant; and for negative responses, it is significant at the .01 level of confidence.

TABLE 34

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: NEUTRAL RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Neutral Responses		Parents Expressing One or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	15	68.2	7	31.8	22	10.4
3	30	51.7	28	48.3	58	27.4
4	40	43.5	52	56.5	92	43.4
5	21	52.5	19	47.5	40	18.9
Total	106	50.0	106	50.0	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 4.6432
Degrees of Freedom = 3
p = NS

TABLE 35

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	14	63.6	8	36.4	22	10.4
3	31	53.5	27	46.6	58	27.4
4	71	77.2	21	22.8	92	43.4
5	32	80.0	8	20.0	40	18.9
Total	148	69.8	64	30.2	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 12.1033
Degrees of Freedom = 3
p = .01

Table 36 contains responses referring to the behavior or attitudes of peers toward the child expressed by parents in different social classes. Tables were not constructed for positive and neutral responses in this content classification because they were few in number (see Table 17 on page 87). Negative responses were expressed by parents in higher social class ranks more frequently than they were expressed by parents in lower social class ranks. The chi square test for relationship between parent response and parent social class rank is significant at the .01 level of confidence.

TABLE 36

BEHAVIOR OR ATTITUDE OF PEERS TOWARD THE CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	12	54.6	10	45.5	22	10.4
3	37	63.8	21	36.2	58	27.4
4	67	72.8	25	27.2	92	43.4
5	38	95.0	2	5.0	40	18.9
Total	154	72.6	58	27.4	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 15.9732
Degrees of Freedom = 3
p = .01

Behavior or Attitude of Friends and Neighbors.--Tables 37 and 38 contain responses referring to the behavior or attitude of friends and neighbors toward the child expressed by parents in different social classes. It can be seen in Table 37 that positive responses were more frequently expressed by parents in lower social class ranks than by parents in higher social class ranks. For positive responses, the chi square test for relationship between parent response and parent social class rank is significant at the .01 level of confidence; and for netural responses, it is non-significant. The total number of negative responses expressed about the behavior or attitude of friends and neighbors was only 25 (see Table 16, pages 84-85), and therefore, too few for analysis by social class rank.

TABLE 37

BEHAVIOR OR ATTITUDE OF FRIENDS AND NEIGHBORS TOWARD THE CHILD: POSITIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Positive Responses		Parents Expressing One or More Positive Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	16	72.7	6	27.3	22	10.4
3	35	60.3	23	39.7	58	27.4
4	41	44.6	51	55.4	92	43.4
5	10	25.0	30	75.0	40	18.9
Total	102	48.1	110	51.9	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 17.8387
Degrees of Freedom = 3
p = .001

TABLE 38

BEHAVIOR OR ATTITUDE OF FRIENDS AND NEIGHBORS TOWARD THE CHILD: NEUTRAL RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Neutral Responses		Parents Expressing One or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	17	77.3	5	22.7	22	10.4
3	36	62.1	22	37.9	58	27.4
4	58	63.0	34	37.0	92	43.4
5	24	60.0	16	40.0	40	18.9
Total	135	63.7	17	36.3	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 2.1308
Degrees of Freedom = 3
p = NS

Child's Pre-school Years.--Table 39 contains negative responses referring to the child's pre-school years expressed by parents in different social classes. Tables were not constructed for positive and netural responses in this content classification because they were few in number (see Table 16 on pages 84-85). The chi square test for relationship between parent response and parent social class rank is not significant.

TABLE 39

PRE-SCHOOL YEARS OF CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	15	68.2	7	31.8	22	10.4
3	29	50.0	29	50.0	58	27.4
4	57	62.0	35	38.0	92	43.4
5	28	70.0	12	30.0	40	18.9
Total	129	60.9	83	39.2	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 4.8155
Degrees of Freedom = 3
p = NS

Responses Unclassified According to Content.--As previously explained on page 83, parent responses to the ATSCF that were vague, non-specific, or that did not appear to refer to the child were designated "Unclassified According to Content" by the investigator. As shown in Table 16 on pages 84-85, 1,945 parent responses were not classified according to content by the investigator. It is also shown in Table 16 on pages 84-85 that of the 1,945 unclassified according to content by the investigator, 1,906 were rated as neutral by the judges, 24 were rated as positive, and 15 were rated negative. Responses unclassified according to content that were rated neutral by the judges were statistically analyzed by social class rank. Since the judges made few positive and negative ratings of responses unclassified according to content, these responses were not statistically analyzed. Table 40 contains parent responses to the ATSCF unclassified according to content and rated neutral. Parents in lower social class ranks expressed these responses more frequently than did parents in higher social class ranks. The chi square test for relationship between parent response and parent social class rank is significant at the .001 level of confidence.

TABLE 40

RESPONSES BY PARENTS TO THE _ATSCF_ UNCLASSIFIED ACCORDING TO CONTENT AND RATED NEUTRAL BY THE JUDGES

Social Class	Parents Expressing Less Than Four Neutral Responses		Parents Expressing Four or More Neutral Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	15	68.2	7	31.8	22	10.4
3	47	81.0	11	19.0	58	27.5
4	50	54.4	42	45.7	92	43.6
5	13	32.5	27	67.5	40	18.9
Total	125	59.2	86	40.8	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 24.2103
Degrees of Freedom = 3
p = .001

Classifications Not Analyzed.--Six content classifications of parent responses were not statistically analyzed for their relationships to parent social class because they contained bery low frequencies of responses (see Tables 16 and 17 on pages 84-85 and 87, respectively). The six content classifications that were not statistically analyzed are "Social Ability"; "Health"; "Speech, Hearing and Vision"; "Physical Appearance"; "Safety"; and "Motor Ability."

Responses Referring to the Special Class.--As previously stated on page 111, a number of parent responses were designated "Unclassified According to Content" because they were either very vague or did not appear to refer to the child. Among these responses were parents' statements about the special class their child was placed in. These responses were rated neutral by the judges. Responses referring to the special class seem to the investigator to be of particular interest, and they are included here for discussion and analysis.

Tables 41 and 42 contain responses referring to the special class the child is placed in expressed by parents in different social classes. In Table 41, parents are classified according to whether or not they expressed favorable responses about the special class; and in Table 42, according to whether or not they expressed unfavorable responses about the special class. The total number of favorable responses (83) is greater than the total number of unfavorable responses (16). Of the parents in the four social classes, those in social class 5 expressed the lowest percentage of favorable, and the highest percentage of unfavorable responses. For favorable responses, the chi square test for relationship between parent response and parent social class rank is not significant. For unfavorable responses, the chi square test of significance could not be applied because the expected frequencies in three cells were below five.

TABLE 41

FAVORABLE RESPONSES EXPRESSED TOWARD THE SPECIAL CLASS BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Favorable Responses		Parents Expressing One or More Favorable Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	12	54.6	10	45.5	22	10.4
3	34	58.6	24	41.4	58	27.4
4	54	58.7	38	41.3	92	43.4
5	29	72.5	11	27.5	40	18.9
Total	129	60.9	83	39.2	212	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 2.9461
Degrees of Freedom = 3
p = NS

TABLE 42

UNFAVORABLE RESPONSES EXPRESSED TOWARD THE SPECIAL CLASS BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parents Expressing No Unfavorable Responses		Parents Expressing One or More Unfavorable Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
2	21	95.5	1	4.6[a]	22	10.4
3	57	98.3	1	1.7[a]	58	27.4
4	85	92.4	7	7.6	92	43.4
5	33	82.5	7	17.5[a]	40	18.9
Total	196	92.5	16	7.6	212	100.1[b]

[a] Expected frequencies too few for application of chi square test of significance.

[b] Sum of percents is not 100.0 because of rounding off of figures.

Relationship Between Parent Responses to the ATSCF and Child IQ Level

Parents were classified in contingency tables according to their ATSCF response ratings and according to their child's IQ level. Chi square was calculated to determine whether there was a significant relationship between parent response rating and child IQ level. Listed in Table 43 are the classifications of parent responses to the ATSCF that were statistically analyzed, and the results of the chi square test for relationship between parent response and child IQ level for each classification. Seven of the fourteen analyses resulted in a statistically significant relationship between parent response and child IQ level.

TABLE 43

CLASSIFICATIONS OF THE ATSCF THAT WERE STATISTICALLY ANALYZED TO DETERMINE RELATIONSHIP BETWEEN PARENT RESPONSE AND CHILD IQ LEVEL

Classification of Parent Responses Referring to Child	Chi Square Test for Relationship Between Parent Response and Child IQ Level
1. Total Responses: Positive	Non-significant
2. Total Responses: Neutral	Non-significant
3. Total Responses: Negative	.05
4. General Capability or Status: Negative	.01
5. Independence Ability: Negative	.05
6. Hopes and Ambitions: Negative	.01
7. Future Vocational and Social Adjustment: Negative	Non-significant
8. Future General Status: Negative	.001
9. Personality Disposition or Character: Negative	.05
10. Feelings About Being Parent of Child: Positive	Non-significant
11. Social Ability: Negative	Non-significant

TABLE 43--Continued

Classification of Parent Responses Referring to Child	Chi Square Test for Relationship Between Parent Response and Child IQ Level
12. Behavior or Attitude of Siblings: Negative	.05
13. Behavior or Attitude of Peers: Negative	Non-significant
14. Pre-school Years: Negative	Non-significant

Tables 44-50 contain responses belonging to those seven ATSCF classifications listed in Table 43 for which the chi square test for relationship between parent response and child IQ level is significant at the .05 level of confidence or better. For each classification except "Child's Personality, Disposition, or Character," negative parent response increases with lower child IQ level. For the classification "Child's Personality, Disposition, or Character," negative parent response increases with higher child IQ level.

TABLE 44

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	45	62.5	27	37.5	72	34.0
65-70	35	53.0	31	47.0	66	31.1
50-64	30	40.5	44	59.5	74	34.9
Total	110	51.9	102	48.1	212	100.0

Chi Square = 7.0993
Degrees of Freedom = 2
p = .05

TABLE 45

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing Less Than Two Negative Responses		Parents Expressing Two or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	36	50.0	36	50.0	72	34.0
65-70	22	33.3	44	66.7	66	31.1
50-64	18	24.3	56	75.7	74	34.9
Total	76	35.9	136	64.2	212	100.0

Chi Square = 10.7248
Degrees of Freedom = 2
p = .01

TABLE 46

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	60	83.3	12	16.7	72	34.0
65-70	54	81.8	12	18.2	66	31.1
50-64	49	66.2	25	33.8	74	34.9
Total	163	76.9	49	23.1	212	100.0

Chi Square = 7.3282
Degrees of Freedom = 2
p = .05

TABLE 47

DISAPPOINTMENT IN HOPES AND AMBITIONS FOR THE CHILD: RESPONSES EXPRESSED BY PARENTS OF CHILDREN: DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing No Responses		Parents Expressing One or More Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	32	44.4	40	55.6	72	34.0
65-70	20	30.3	46	69.7	66	31.1
50-64	15	20.3	59	79.7	74	34.9
Total	67	31.6	145	68.4	212	100.0

Chi Square = 9.9411
Degrees of Freedom = 2
p = .01

TABLE 48

CHILD'S FUTURE GENERAL STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN: DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	47	65.3	25	34.7	72	34.0
65-70	30	45.5	36	54.6	66	31.1
50-64	25	33.8	49	66.2	74	34.9
Total	102	48.1	110	51.9	212	100.0

Chi Square = 14.7706
Degrees of Freedom = 2
p = .001

TABLE 49

CHILD'S PERSONALITY, DISPOSITION, OR CHARACTER: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	21	29.2	51	70.8	72	34.0
65-70	24	36.4	42	63.6	66	31.1
50-64	39	52.7	35	47.3	74	34.9
Total	84	39.6	128	60.4	212	100.0

Chi Square = 8.8755
Degrees of Freedom = 2
p = .05

TABLE 50

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
71-80	58	80.6	14	19.4	72	34.0
65-70	43	65.2	23	34.9	66	31.1
50-64	47	63.5	27	36.5	74	34.9
Total	148	69.8	64	30.2	212	100.0

Chi Square = 6.0164
Degrees of Freedom = 2
p = .05

Responses of Parents Within High and Low Social Class Ranks.--Parents in high and low social class ranks were separately classified into contingency tables to determine whether within each social class rank, parent response rating for the ATSCF was related to child IQ level. Parents ranked high are in social classes 2 and 3, and parents ranked low are in social classes 4 and 5. Included for analysis are those seven classifications of the ATSCF for which there was a significant relationship between parent response and child IQ level (see pp. 115 to 121, and Tables 43 through 50).

Tables 51 through 64 contain responses to the ATSCF expressed by parents of children of high and low IQ levels. Tables 51 through 57 contain the responses of parents who are ranked high in social class, and Tables 58 through 64 contain the responses of parents who are ranked low in social class.

In Tables 51 through 57 it can be seen that for parents in high social class rank, responses are significantly related to child IQ level in only one of the seven content classifications of the ATSCF; "Future General Status." In Table 55 it can be seen that negative responses referring to the child's future general status were expressed more frequently by parents of low IQ level children than by parents of high IQ level children. The chi square test for relationship between parent response and child IQ level is significant at the .05 level of confidence.

TABLE 51

TOTAL NEGATIVE RESPONSES TO THE *ATSCF* EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve cr More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	10	26.3	28	73.7	38	47.5
50-66	11	26.2	31	73.8	42	52.5
Total	21	26.3	59	73.8	80	100.0

Chi Square = 0.0000
Degrees of Freedom = 1
p = NS

TABLE 52

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Two Negative Responses		Parents Expressing Two or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	3[a]	7.9	35	92.1	38	47.5
50-66	4[a]	9.5	38	90.5	42	52.5
Total	7	8.8	73	91.3	80	100.0

[a] Expectancies too few for application of chi square test for significance.

TABLE 53

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	25	65.8	13	34.2	38	47.5
50-66	28	66.7	14	33.3	42	52.5
Total	53	66.3	27	33.8	80	100.0

Chi Square = 0.0000
Degrees of Freedom = 1
p = NS

TABLE 54

DISAPPOINTMENT IN HOPES AND AMBITIONS FOR THE CHILD: RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Two Responses		Parents Expressing Two or More Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	14	36.8	24	63.2	38	47.5
50-66	10	23.8	32	76.2	42	52.5
Total	24	30.0	56	70.0	80	100.0

Chi Square = 1.6136
Degrees of Freedom = 1
p = NS

TABLE 55

CHILD'S FUTURE GENERAL STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	14	36.8	24	63.2	38	47.5
50-66	7	16.7	35	83.3	42	52.5
Total	21	26.3	59	73.8	80	100.0

Chi Square = 4.1947
Degrees of Freedom = 1
p = .05

TABLE 56

CHILD'S PERSONALITY, DISPOSITION, OR CHARACTER: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	14	36.8	24	63.2	38	47.5
50-66	19	45.2	23	54.8	42	52.5
Total	33	41.3	47	58.8	80	100.0

Chi Square = 0.5803
Degrees of Freedom = 1
p = NS

TABLE 57

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED HIGH IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	20	52.6	18	47.4	38	47.5
50-66	25	59.5	17	40.5	42	52.5
Total	45	56.3	35	43.8	80	100.0

Chi Square = 0.3851
Degrees of Freedom = 1
p = NS

Tables 58 through 64 contain the responses of parents who are ranked low in social class. Parent responses are significantly related to child IQ level in three of the seven content classifications of the ATSCF; "General Capability and Status," shown in Table 59; "Independence Ability," shown in Table 60; and Personality, Disposition, or Character," shown in Table 63. Negative responses referring to the child's general capability and status, and to the child's independence ability were expressed more frequently by parents of children of low IQ level than by parents of children of high IQ level. Negative responses referring to the child's personality, disposition, or character were expressed more frequently by parents of children of high IQ level than by parents of children of low IQ level. The chi square test for relationship between parent response and child IQ level is significant at the .05 level of confidence for responses referring to the child's general capability and status, and for responses referring to the child's indpendence ability. For responses referring to the child's personality, disposition, of character, the relationship between parent response and child IQ is significant at the .01 level of confidence.

TABLE 58

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	53	71.6	21	28.4	74	56.1
50-66	36	62.1	22	37.9	58	43.9
Total	89	67.4	43	32.6	132	100.0

Chi Square = 1.3509
Degrees of Freedom = 1
p = NS

TABLE 59

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Two Negative Responses		Parents Expressing Two or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	45	60.8	29	39.2	74	56.1
50-66	24	41.4	34	58.6	58	43.9
Total	69	52.3	63	47.7	132	100.0

Chi Square = 4.9210
Degrees of Freedom = 1
p = .05

TABLE 60

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	66	89.2	8	10.8	74	56.1
50-66	44	75.9	14	24.1	58	43.9
Total	110	83.3	22	16.7	132	100.0

Chi Square = 4.1581
Degrees of Freedom = 1
p = .05

TABLE 61

DISAPPOINTMENT IN HOPES AND AMBITIONS FOR THE CHILD: RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing Less Than Two Responses		Parents Expressing Two or More Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	54	73.0	20	27.0	74	56.1
50-66	34	58.6	24	41.4	58	43.9
Total	88	66.7	44	33.3	132	100.0

Chi Square = 3.0140
Degrees of Freedom = 1
p = NS

TABLE 62

CHILD'S FUTURE GENERAL STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	50	67.6	24	32.4	74	56.1
50-66	31	53.5	27	46.6	58	43.9
Total	81	61.4	51	38.6	132	100.0

Chi Square = 2.7340
Degrees of Freedom = 1
p = NS

TABLE 63

CHILD'S PERSONALITY, DISPOSITION, OR CHARACTER: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN OF HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	21	28.4	53	71.6	74	56.1
50-66	30	51.7	28	48.3	58	43.9
Total	51	38.6	81	61.4	132	100.0

Chi Square = 7.4747
Degrees of Freedom = 1
p = .01

TABLE 64

BEHAVIOR OR ATTITUDE OF SIBLINGS TOWARD THE CHILD: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF CHILDREN HIGH AND LOW IQ LEVELS. RESPONSES EXPRESSED BY PARENTS RANKED LOW IN SOCIAL CLASS

Child IQ Level	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
67-80	61	82.4	13	17.6	74	56.1
50-66	42	72.4	16	27.6	58	43.9
Total	103	78.0	29	22.0	132	100.0

Chi Square = 1.9038
Degrees of Freedom = 1
p = NS

Parent Responses and Child Sex

Parents were classified into contingency tables according to their responses to a number of content classifications of the ATSCF, and according to the sex of their child. Chi square was claculated for each content classification to determine whether there was a significant relationship between parent response and child sex. Table 65 is a summary of the analyses made. It can be seen in Table 65 that only three of the twenty-one analyses were statistically significant.

TABLE 65

CONTENT CLASSIFICATIONS OF THE ATSCF FOR WHICH CHI SQUARE WAS CALCULATED TO DETERMINE WHETHER THE RELATIONSHIP BETWEEN PARENT RESPONSE AND CHILD SEX IS SIGNIFICANT

Content Classification	Statistical Significance
1. General Capability or Status: Negative Responses	.001
2. Independence Ability: Negative Responses	.001
3. Disappointment in Hopes and Ambitions	Non-significant
4. School Progress: Negative Responses	Non-significant
5. Future Vocational and Social Adjustment: Negative Responses	Non-significant
6. Future General Status: Positive Responses	Non-significant
7. Future General Status: Neutral Responses	Non-significant
8. Future General Status: Negative Responses	Non-significant
9. Personality, Disposition, or Character: Positive Responses	Non-significant
10. Personality, Disposition or Character: Neutral Responses	Non-significant
11. Personality, Disposition, or Character: Negative Responses	Non-significant

TABLE 65--Continued

Content Classification	Statistical Significance
12. Feelings About Being the Parent of the Child: Positive Responses	Non-significant
13. Behavior or Attitude of Siblings: Negative Responses	Non-significant
14. Behavior or Attitude of Peers: Positive Responses	Non-significant
15. Behavior or Attitude of Peers: Neutral Responses	Non-significant
16. Behavior or Attitude of Peers: Negative Responses	Non-significant
17. Pre-school Years: Negative Responses	Non-significant
18. Unclassified: Neutral Responses	Non-significant
19. Total Responses: Positive	Non-significant
20. Total Responses: Neutral	Non-significant
21. Total Responses: Negative	.001

Tables 66 through 68 contain parent responses to those classifications of the ATSCF for which there is a significant relationship between parent response and child sex. For each classification, negative responses were more frequently expressed by parents of female children than by parents of male children. For these classifications, the chi square test for relationship between parent response and child sex is significant at the .001 level of confidence.

TABLE 66

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN

Child Sex	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	75	62.5	45	37.5	120	56.6
Female	35	38.0	57	62.0	92	43.4
Total	110	51.9	102	48.1	212	100.0

Chi Square = 12.4767
Degrees of Freedom = 1
p = .001

TABLE 67

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	35	29.2	85	70.8	120	56.6
Female	8	8.7	84	91.3	92	43.4
Total	43	20.3	169	79.7	212	100.0

Chi Square = 13.4967
Degrees of Freedom = 1
p = .001

TABLE 68

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	104	86.7	16	13.3	120	56.6
Female	59	64.1	33	35.9	92	43.4
Total	163	76.9	49	23.1	212	100.0

Chi Square = 14.8828
Degrees of Freedom = 1
p = .001

Responses of Parents Within High and Low Social Class Ranks.--For those classifications of the ATSCF in which parent responses are significantly related to child sex, further analyses were made to determine whether responses are related to child sex for parents within high and low social class ranks. Parents in social classes 2 and 3 were ranked high in social class, and parents in social classes 4 and 5 were ranked low. Tables 69 through 74 contain responses to the ATSCF expressed by parents of male and female children. Tables 69, 71, and 73 contain responses expressed by parents in high social class rank; and Tables 70, 72, and 74 contain responses expressed by parents in low social class rank.

Tables 69 and 70 contain total negative responses to the ATSCF expressed by parents of male and female children. Table 69 contains responses of parents in high social class rank, and Table 70 contains responses of parents in low social class rank. For both high and low social class ranks, negative responses were more frequently expressed by parents of female children than by parents of male children. The chi square test for relationship between parent response and child sex is significant at the .05 level of confidence for high social class rank, and at the .01 level of confidence for low social class rank.

TABLE 69

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN: RESPONSES EXPRESSED BY PARENTS IN HIGH SOCIAL CLASS RANK

Child Sex	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	16	36.4	28	63.6	44	55.0
Female	5	13.9	31	86.1	36	45.0
Total	21	26.3	59	73.8	80	100.0

Chi Square = 5.1661
Degrees of Freedom = 1
p = .05

TABLE 70

TOTAL NEGATIVE RESPONSES TO THE ATSCF EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN: RESPONSES EXPRESSED BY PARENTS IN LOW SOCIAL CLASS RANK

Child Sex	Parents Expressing Less Than Twelve Negative Responses		Parents Expressing Twelve or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	59	77.6	17	22.4	76	57.6
Female	30	53.6	26	46.4	56	42.4
Total	89	67.4	43	32.6	132	100.0

Chi Square = 8.4979
Degrees of Freedom = 1
p = .01

Tables 71 and 72 contain negative responses referring to the child's general capability and status expressed by parents of male and female children. Table 71 contains the responses of parents in high social class rank, and Table 72 contains the responses of parents in low social class rank. For high social class rank, all but two parents expressed negative responses, therefore, the cells under "Parents Expressing No Negative Responses" contain too few expected frequencies for calculation of chi square. For low social class rank, negative responses were expressed more frequently by parents of female children than by parents of male children. The chi square test for relationship between parent response and child sex is significant at the .001 level of confidence for low social class rank.

Tables 73 and 74 contain negative responses referring to the child's independence ability expressed by parents of male and female children. Table 73 contains responses of parents in high social class rank, and Table 74 contains responses of parents in low social class rank. For both high and low social class ranks, negative responses were more frequently expressed by parents of female children than by

TABLE 71

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN. RESPONSES EXPRESSED BY PARENTS IN HIGH SOCIAL CLASS RANK

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	2[a]	4.6	42	95.5	44	55.0
Female	-[a]	-	36	100.0	36	45.0
Total	2	2.5	78	97.5	80	100.0

[a] Expected frequencies too few for calculation of chi square.

TABLE 72

CHILD'S GENERAL CAPABILITY AND STATUS: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN. RESPONSES EXPRESSED BY PARENTS IN LOW SOCIAL CLASS RANK

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	33	43.4	43	56.6	76	57.6
Female	8	14.3	48	85.7	56	42.4
Total	41	31.1	91	68.9	132	100.0

Chi Square = 12.7818
Degrees of Freedom = 1
$p = .001$

TABLE 73

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN. RESPONSES EXPRESSED BY PARENTS IN HIGH SOCIAL CLASS RANK

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	33	75.0	11	25.0	44	55.0
Female	20	55.6	16	44.4	36	45.0
Total	53	66.3	27	33.8	80	100.0

Chi Square = 3.3481
Degrees of Freedom = 1
p = NS

TABLE 74

CHILD'S INDEPENDENCE ABILITY: NEGATIVE RESPONSES EXPRESSED BY PARENTS OF MALE AND FEMALE CHILDREN. RESPONSES EXPRESSED BY PARENTS IN LOW SOCIAL CLASS RANK

Child Sex	Parents Expressing No Negative Responses		Parents Expressing One or More Negative Responses		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	71	93.4	5	6.6	76	57.6
Female	39	69.6	17	30.4	56	42.4
Total	110	83.3	22	16.7	132	100.0

Chi Square = 13.1256
Degrees of Freedom = 1
p = .001

parents of male children. The chi square test for relationship between parent response and child sex is significant at the .001 level of confidence for low social class rank, whereas, for high social class rank, the test for relationship is not significant.

Variables Showing Little or No Relationship to Parent Responses to the ATSCF

A number of variables, other than those discussed above, were analyzed for their relationship to parent responses to the *ATSCF*. These other variables are: the child's mental age, the child's chronological age, the child's physical condition, parent sex, and parent religion. Analyses of each of these variables resulted in few instances of significant relationship with parent response to the *ATSCF*.

The Rating of the Child Questionnaire

Responses of Parents to the RCQ: All Social Classes Combined

Total parents' responses to the *RCQ* are shown in Table 75. The largest proportion of responses are neutral. The proportion of negative responses is larger than the proportion of positive responses.

TABLE 75

TOTAL PARENT ESTIMATIONS ON THE RCQ OF THE CHILD'S ABILITIES

	Parent Estimation of the Child's Ability					Total
	Very High	High	Medium	Low	Very Low	
Number	283	432	1,590	1,175	336	3,816
Percent	7.4	11.3	41.7	30.8	8.8	100.0

Tables 76 and 77 contain parents' responses to the three major classifications of the RCQ: "Intellectual Ability of the Child," "Independence Ability of the Child," and "Social Ability of the Child." In Table 77, high and very high, and low and very low estimations are combined. The classification "Intellectual Ability of the Child" contains the largest proportion of low estimations, and the classification "Social Ability of the Child" contains the largest proportion of medium and high estimations. Of the three classifications, only "Intellectual Ability of the Child" contains a larger proportion of low estimations than either medium or high estimations. Both "Independence Ability of the Child" and "Social Ability of the Child" contain a larger proportion of medium estimations than either high or low estimations

TABLE 76

PARENT ESTIMATIONS OF THE CHILD'S INTELLECTUAL, INDEPENDENCE, AND SOCIAL ABILITIES

Ability of Child	Parent Estimation of the Child's Ability										Total
	Very High		High		Medium		Low		Very Low		
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	
Intellectual	82	4.3	181	9.5	705	36.9	732	38.4	208	10.9	1,908
Independence	89	8.4	101	9.5	462	43.6	317	29.9	91	8.6	1,060
Social	112	13.2	150	17.7	423	49.9	126	14.9	37	4.4	848
Total	283	7.4	432	11.3	1,590	41.7	1,175	30.8	336	8.8	3,816

TABLE 77

PARENT ESTIMATIONS OF THE CHILD'S INTELLECTUAL, INDEPENDENCE AND SOCIAL ABILITIES: HIGH AND VERY HIGH, AND LOW AND VERY LOW ESTIMATIONS COMBINED

Ability of Child	Parent Estimation of the Child's Ability						Total
	High		Medium		Low		
	Number	Percent	Number	Percent	Number	Percent	
Intellectual	263	13.8	705	36.9	940	49.3	1,908
Independence	190	17.9	462	43.6	408	38.5	1,060
Social	262	30.9	423	49.9	163	19.3	848
Total	715	18.7	1,590	41.7	1,511	39.6	3,816

Of the three classifications, only "Social Ability of the Child" contains a larger proportion of high than low estimations.

Parent estimations of the child's intellectual ability were compared with parent estimations of the child's independence ability. This comparison is shown in Table 78. Parents made a larger proportion of low estimations about their child's intellectual ability than they did about their child's independence ability. Larger proportions of medium and high estimations were made about the child's independence ability than were made about the child's intellectual ability. The chi square test for relationship between parent estimations and child ability is significant at the .001 level of confidence.

TABLE 78

PARENT ESTIMATIONS OF THE CHILD'S INTELLECTUAL ABILITY COMPARED WITH PARENT ESTIMATIONS OF THE CHILD'S INDEPENDENCE ABILITY

Ability of Child	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Intellectual	263	13.8	705	36.9	940	49.3	1,908	64.3
Independence	190	17.9	462	43.6	408	38.5	1,060	35.7
Total	453	15.3	1,167	39.3	1,348	45.4	2,968	100.0

Chi Square = 33.0380
Degrees of Freedom = 2
p = .001

Parent estimations of the child's intellectual ability were compared with parent estimations of the child's social ability. This comparison is shown in Table 79. A larger proportion of low estimations were made about the child's intellectual ability than were made about the child's social ability. Larger proportions of high and medium estimations were made about the child's social ability than were made about the child's intellectual ability. The chi square test for relationship between parent estimations and child ability is significant at the .001 level of confidence.

TABLE 79

PARENT ESTIMATIONS OF THE CHILD'S INTELLECTUAL ABILITY COMPARED WITH PARENT ESTIMATIONS OF THE CHILD'S SOCIAL ABILITY

Ability of Child	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Intellectual	263	13.8	705	36.9	940	49.3	1,908	69.2
Social	262	30.9	423	49.9	163	19.3	848	30.8
Total	525	19.0	1,128	40.9	1,103	40.0	2,756	100.0

Chi Square = 246.6476
Degrees of Freedom = 2
p = .001

Parent estimations of the child's independence ability were compared with parent estimations of the child's social ability. This comparison is shown in Table 80. Parents made a greater proportion of low estimations of their child's independence ability than they did of their child's social ability.

Greater proportions of high and medium estimations were made of the child's social ability than were made of the child's independence ability. The chi square test for relationship between parent estimations and child ability is significant at the .001 level of confidence.

TABLE 80

PARENT ESTIMATIONS OF THE CHILD'S INDEPENDENCE ABILITY COMPARED WITH PARENT ESTIMATIONS OF THE CHILD'S SOCIAL ABILITY

Ability of Child	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Independence	190	17.9	462	43.6	408	38.5	1,060	55.6
Social	262	30.9	423	49.9	163	19.3	848	44.4
Total	452	23.7	885	46.4	571	29.9	1,908	100.0

Chi Square = 98.8639
Degrees of Freedom = 2
p = .001

Responses of Parents in Different Social Classes to the RCQ

Parents were classified in contingency tables according to their responses to the RCQ and according to their social class rank. Chi square was calculated to determine whether there was a significant relationship between parent response to the RCQ and parent social class rank.

Total Responses to the RCQ.--Tables 81 and 82 contain total responses to the RCQ expressed by parents in different social classes. In Table 82, high and very high, and low and very low estimations are combined. Low estimations of the child's abilities were made more frequently by parents in higher social class ranks than by parents in lower social class ranks. High and medium estimations were made more frequently by parents in lower social class ranks than by parents in higher social class ranks. Parents in social classes 2 and 3 more frequently made low than medium or high estimations. Parents in social classes 4 and 5 more frequently made medium than high or low estimations. Of the four social classes of parents, only those in class 5 more frequently made high than low estimations. The chi square test for relationship between parent estimations and parent social class rank is significant at the .001 level of confidence.

TABLE 81

TOTAL ESTIMATIONS ON THE RCQ OF THE CHILD'S ABILITIES MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parent Estimation of the Child's Ability										Total	
	Very High		High		Medium		Low		Very Low			
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
2	13	3.3	22	5.6	113	28.5	172	43.4	76	19.2	396	10.4
3	32	3.1	78	7.5	355	34.0	455	43.6	124	11.9	1,044	27.4
4	145	8.8	216	13.0	697	42.1	469	28.3	129	7.8	1,656	43.4
5	93	12.9	116	16.1	425	59.0	79	11.0	7	1.0	720	18.9
Total	283	7.4	432	11.3	1,590	41.7	1,175	30.8	336	8.8	3,816	100.1

Chi Square = 440.0548
Degrees of Freedom = 12
p = .001

TABLE 82

TOTAL ESTIMATIONS ON THE RCQ OF THE CHILD'S ABILITIES MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES: HIGH AND VERY HIGH, AND LOW AND VERY LOW ESTIMATIONS COMBINED

Social Class	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	35	8.9	113	28.5	248	62.6	396	10.4
3	110	10.6	355	34.0	579	55.5	1,044	27.4
4	361	21.8	697	42.1	598	36.1	1,656	43.4
5	209	29.0	425	59.0	86	12.0	720	18.9
Total	715	18.7	1,590	41.7	1,511	39.6	3,816	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Three Major Classifications of the RCQ.--Tables 83 through 88 contain responses expressed by parents in different social classes to the three major classifications of the RCQ: "Intellectual Ability of the Child," "Independence Ability of the Child," and "Social Ability of the Child." In Tables 84, 86, and 88, high and very high, and low and very low estimations are combined. For each of the three classifications, low estimations of the child's ability were made more frequently by parents in higher social class ranks than by parents in lower social class ranks, and high and medium estimations were made more frequently by parents in lower social class ranks than by parents in higher social class ranks. For each of the three classifications, parents in social classes 2 and 3 more frequently made low than high estimations, and parents in social classes 4 and 5 more frequently made medium than high or low estimations. Parents in social class 5 more frequently made high than low estimations for each classification. The chi square test for relationship between parent estimations and parent social class rank is significant at the .001 level of confidence.

TABLE 83

ESTIMATIONS OF THE CHILD'S INTELLECTUAL ABILITY MADE
BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parent Estimation of the Child's Ability										Total	
	Very High		High		Medium		Low		Very Low			
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
2	4	2.0	11	5.6	38	19.2	105	53.0	40	20.2	198	10.4
3	8	1.5	20	3.8	135	25.9	277	53.1	82	15.7	522	27.4
4	41	5.0	93	11.[illegible]	306	37.0	305	36.8	83	10.0	828	43.4
5	29	8.1	57	15.8	226	62.8	45	12.5	3	0.8	360	18.9
Total	82	4.3	181	9.5	705	36.9	732	38.4	208	10.9	1,908	100.1[a]

[a] Sum of per cents is not 100.0 because of rounding off of figures.

Chi Square = 326.9922
Degrees of Freedom = 12
p = .001

TABLE 84

ESTIMATIONS OF THE CHILD'S INTELLECTUAL ABILITY MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES: HIGH AND VERY HIGH, AND LOW AND VERY LOW ESTIMATIONS COMBINED

Social Class	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	15	7.6	38	19.2	145	73.2	198	10.4
3	28	5.3	135	25.9	359	68.8	522	27.4
4	134	16.2	306	37.0	388	46.8	828	43.4
5	86	23.9	226	62.8	48	13.3	360	18.9
Total	263	13.8	705	36.9	940	49.3	1,908	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

TABLE 85

ESTIMATIONS OF THE CHILD'S INDEPENDENCE ABILITY MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parent Estimation of the Child's Ability										Total	
	Very High		High		Medium		Low		Very Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	5	4.5	2	1.8	45	40.9	42	38.2	16	14.5	110	10.4
3	7	2.4	23	7.9	106	36.6	121	41.7	33	11.4	290	27.4
4	47	10.2	51	11.1	201	43.7	123	26.7	38	8.3	460	43.4
5	30	15.0	25	12.5	110	55.0	31	15.5	4	2.0	200	18.9
Total	89	8.4	101	9.5	462	43.6	317	29.9	91	8.6	1,060	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 95.5265
Degrees of Freedom = 12
p = .001

TABLE 86

ESTIMATIONS OF THE CHILD'S INDEPENDENCE ABILITY MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES: HIGH AND VERY HIGH, AND LOW AND VERY LOW ESTIMATIONS COMBINED

Social Class	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	7	6.3	45	40.9	58	52.7	110	10.4
3	30	10.3	106	36.6	154	53.1	290	27.4
4	98	21.3	201	43.7	161	35.0	460	43.4
5	55	27.5	110	55.0	35	17.5	200	18.9
Total	190	17.9	462	43.6	408	38.5	1,060	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

TABLE 87

ESTIMATIONS OF THE CHILD'S SOCIAL ABILITY MADE
BY PARENTS IN DIFFERENT SOCIAL CLASSES

Social Class	Parent Estimation of the Child's Ability										Total	
	Very High		High		Medium		Low		Very Low			
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
2	4	4.5	9	10.2	30	34.1	25	28.4	20	22.7	88	10.4
3	17	7.3	35	15.1	114	49.1	57	24.6	9	3.9	232	27.4
4	57	15.5	72	19.6	190	51.6	41	11.1	8	2.2	368	43.4
5	34	21.2	34	21.2	89	55.6	3	1.9	-	-	160	18.9
Total	112	13.2	150	17.7	423	49.9	126	14.9	37	4.4	848	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Chi Square = 157.9288
Degrees of Freedom = 12
p = .01

TABLE 88

ESTIMATIONS OF THE CHILD'S SOCIAL ABILITY MADE BY PARENTS IN DIFFERENT SOCIAL CLASSES: HIGH AND VERY HIGH, AND LOW AND VERY LOW ESTIMATIONS COMBINED

Social Class	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	13	14.7	30	34.1	45	51.1	88	10.4
3	52	22.4	114	49.1	66	28.5	232	27.4
4	129	35.1	190	51.6	49	13.3	368	43.4
5	68	42.4	89	55.6	3	1.9	160	18.9
Total	262	30.9	423	49.9	163	19.3	848	100.1[a]

[a] Sum of percents is not 100.0 because of rounding off of figures.

Individual Items of the RCQ.--Tables 89 through 106 contain responses to the individual items of the RCQ expressed by parents in high and low social ranks. High social class rank includes parents in social classes 2 and 3, and low social class rank includes parents in social classes 4 and 5. For the analyses of responses to the individual items of the RCQ, high and very high estimations were combined, and low and very low estimations were combined.

Tables 89 through 97 contain responses to individual items referring to the child's intellectual ability expressed by parents in high and low social class ranks. For each item, low estimations of the child were made more frequently by parents in high social class rank than by parents in low social class rank. High and medium estimations of the child were made more frequently by parents in low social class rank than by parents in high social class rank. The chi square test for relationship between parent estimations and parent social class rank is significant at the .05 level of confidence or better for each item.

TABLE 89

CHILD LEARNS TO DO NEW THINGS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	-	-	19	23.8	61	76.3	80	37.7
Low	32	24.2	54	40.9	46	34.9	132	62.3
Total	32	15.1	73	34.4	107	50.5	212	100.0

Chi Square = 40.5697
Degrees of Freedom = 2
p = .001

TABLE 90

CHILD FINDS THE ANSWERS TO PROBLEMS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	1	1.3	7	8.8	72	90.0	80	37.7
Low	15	11.4	43	32.6	74	56.1	132	62.3
Total	16	7.6	50	23.6	146	68.9	212	100.0

Chi Square = 27.0714
Degrees of Freedom = 2
p = .001

TABLE 91

CHILD KNOWS THINGS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	-	-	18	22.5	62	77.5	80	37.7
Low	15	11.4	62	47.0	55	41.7	132	62.3
Total	15	7.1	80	37.7	117	55.2	212	100.0

Chi Square = 28.5838
Degrees of Freedom = 2
p = .001

TABLE 92

CHILD REMEMBERS THINGS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	17	21.3	21	26.3	42	52.5	80	37.7
Low	36	27.3	54	40.9	42	31.8	132	62.3
Total	53	25.0	75	35.4	84	39.6	212	100.0

Chi Square = 9.1256
Degrees of Freedom = 2
p = .05

TABLE 93

CHILD DOESN'T FORGET THINGS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	16	20.0	21	26.3	43	53.8	80	37.7
Low	31	23.5	57	43.2	44	33.3	132	62.3
Total	47	22.2	78	36.8	87	41.0	212	100.0

Chi Square = 9.2137
Degrees of Freedom = 2
p = .01

TABLE 94

CHILD PLANS ACTIVITIES: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANK

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	5	6.3	30	37.5	45	56.3	80	37.7
Low	26	19.7	70	53.0	36	27.3	132	62.3
Total	31	14.6	100	47.2	81	38.2	212	100.0

Chi Square = 19.6535
Degrees of Freedom = 2
p = .001

TABLE 95

CHILD UNDERSTANDS THINGS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	1	1.3	17	21.3	62	77.5	80	37.7
Low	19	14.4	68	51.5	45	34.1	132	62.3
Total	20	9.4	85	40.1	107	50.5	212	100.0

Chi Square = 39.0985
Degrees of Freedom = 2
p = .001

TABLE 96

CHILD DOESN'T BECOME CONFUSED: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	2	2.5	8	10.0	70	87.5	80	37.7
Low	24	18.2	45	34.1	63	47.7	132	62.3
Total	26	12.3	53	25.0	133	62.7	212	100.0

Chi Square = 34.1116
Degrees of Freedom = 2
p = .001

TABLE 97

CHILD UNDERSTANDS WHAT PEOPLE SAY TO HIM: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	1	1.3	32	40.0	47	58.8	80	37.7
Low	22	16.7	79	59.9	31	23.5	132	62.3
Total	23	10.9	111	52.4	78	36.8	212	100.0

Chi Square = 31.4971
Degrees of Freedom = 2
p = .001

Tables 98 through 102 contain responses to individual items referring to the child's independence ability expressed by parents in high and low social class ranks. For each item, low estimations of the child were more frequently made by parents in high social class rank than by parents in low social class rank. High and medium estimations of the child were more frequently made by parents in low social class rank than by parents in high social class rank. The chi square test for relationship between parent estimations and parent social class rank is significant at the .05 level of conficence or better for each item except "Child Can Function Without Care and Attention."

TABLE 98

CHILD CAN BE LEFT ALONE: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	13	16.3	29	36.3	38	47.5	80	37.7
Low	39	29.6	53	40.2	40	30.3	132	62.3
Total	52	24.5	82	38.7	78	36.8	212	100.0

Chi Square = 7.7896
Degrees of Freedom = 2
p = .05

TABLE 99

CHILD CAN INDEPENDENTLY CARE FOR HIMSELF: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	7	8.8	38	47.5	35	43.8	80	37.7
Low	33	25.0	82	62.1	17	12.9	132	62.3
Total	40	18.9	120	56.6	52	24.5	212	100.0

Chi Square = 28.2064
Degrees of Freedom = 2
p = .001

TABLE 100

CHILD CAN FUNCTION WITHOUT CARE AND ATTENTION: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	5	6.3	22	27.5	53	66.3	80	37.7
Low	18	13.6	47	35.6	67	50.8	132	62.3
Total	23	10.9	69	32.6	120	56.6	212	100.0

Chi Square = 5.6227
Degrees of Freedom = 2
p = NS

TABLE 101

CHILD CAN CARRY OUT ACTIVITIES INDEPENDENTLY: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	1	1.3	19	23.8	60	75.0	80	37.7
Low	23	17.4	56	42.4	53	40.2	132	62.3
Total	24	11.3	75	35.4	113	53.3	212	100.0

Chi Square = 27.7696
Degrees of Freedom = 2
p = .001

TABLE 102

CHILD CAN INDEPENDENTLY TRAVEL OUTSIDE THE HOME: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	11	13.8	43	53.8	26	32.5	80	37.7
Low	40	30.3	73	55.3	19	14.4	132	62.3
Total	51	24.1	116	54.7	45	21.2	212	100.0

Chi Square = 13.3885
Degrees of Freedom = 2
p = .01

Tables 103 through 106 contain responses to individual items referring to the child's social ability expressed by parents in high and low social class ranks. For each item, low estimations of the child were more frequently made by parents in high social class rank than by parents in low social class rank. High estimations were more frequently made by parents in low social class rank than by parents in high social class rank. The chi square test for relationship between parent estimations and parent social class rank is significant at the .001 level of confidence for each item.

TABLE 103

CHILD CAN MAKE FRIENDS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	22	27.5	30	37.5	28	35.0	80	37.7
Low	56	42.4	62	47.0	14	10.6	132	62.3
Total	78	36.8	92	43.4	42	19.8	212	100.0

Chi Square = 19.0064
Degrees of Freedom = 2
p = .001

TABLE 104

CHILD CAN WORK OR PLAY WITH FRIENDS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	6	7.5	43	53.8	31	38.8	80	37.7
Low	32	24.2	84	63.6	16	12.1	132	62.3
Total	38	17.9	127	59.9	47	22.2	212	100.0

Chi Square = 24.5343
Degrees of Freedom = 2
p = .001

TABLE 105

CHILD CAN HELP FRIENDS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	20	25.0	33	41.3	27	33.8	80	37.7
Low	44	33.3	78	59.1	10	7.6	132	62.3
Total	64	30.2	111	52.4	37	17.5	212	100.0

Chi Square = 23.7268
Degrees of Freedom = 2
p = .001

TABLE 106

CHILD CAN HELP ADULTS: ESTIMATIONS MADE BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS

Social Class Rank	Parent Estimation of the Child's Ability						Total	
	High		Medium		Low			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	17	21.3	38	47.5	25	31.3	80	37.7
Low	65	49.2	55	41.7	12	9.1	132	62.3
Total	82	38.7	93	43.9	37	17.5	212	100.0

Chi Square = 24.4914
Degrees of Freedom = 2
p = .001

Responses to the RCQ Expressed by Parents of Children of Different IQ Levels

Parents were classified in contingency tables according to their responses to the RCQ and according to the IQ level of their child. Chi square was calculated to determine whether there was a significant relationship between parent response to the RCQ and child IQ level.

Total Responses to the RCQ.--Table 107 contains total parent responses to the RCQ expressed by parents of children of different IQ levels. Low estimations more frequently made for children of lower IQ levels than for children of higher IQ levels. High estimations were more frequently made for children of higher IQ levels than for children of lower IQ levels. The chi square test for relationship between parent estimations and child IQ level is significant at the .001 level of confidence.

Responses to the Three Major Classifications of the RCQ.--Tables 108, 109, and 110 contain responses to the three major classifications of the RCQ expressed by parents of children of different IQ levels. Low estimations were generally made more frequently for children of lower IQ levels than for children of higher IQ levels. Children of higher IQ levels tended to receive either high or medium estimations more frequently than did children of lower IQ levels. The chi square test for relationship between parent estimations and child IQ level is significant at the .001 level of confidence for both "Intellectual Ability" and "Independence Ability," and is significant at the .02 level of confidence for "Social Ability."

TABLE 107

TOTAL ESTIMATIONS ON THE RCQ MADE BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
71-80	279	21.5	590	45.5	427	33.0	1296	34.0
65-70	230	19.4	459	38.6	499	42.0	1188	31.1
50-64	206	15.5	541	40.6	585	43.9	1332	34.9
Total	715	18.7	1590	41.7	1511	39.6	3816	100.0

Chi Square = 43.3381
Degrees of Freedom = 4
p = .001

TABLE 108

INTELLECTUAL ABILITY: ESTIMATIONS MADE BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
71-80	95	14.7	282	43.5	271	41.8	648	34.0
65-70	76	12.8	208	35.0	310	52.2	594	31.1
50-64	92	13.8	215	32.3	359	53.9	666	34.9
Total	263	13.8	705	36.9	940	49.3	1908	100.0

Chi Square = 24.110
Degrees of Freedom = 4
p = .001

TABLE 109

INDEPENDENCE ABILITY: ESTIMATIONS MADE BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
71-80	91	25.3	158	43.9	111	30.8	360	34.0
65-70	59	17.9	138	41.8	133	40.3	330	31.1
50-64	40	10.8	166	44.9	164	44.3	370	34.9
Total	190	17.9	462	43.6	408	38.5	1060	100.0

Chi Square = 30.723
Degrees of Freedom = 4
p = .001

TABLE 110

SOCIAL ABILITY: ESTIMATIONS MADE BY PARENTS OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
71-80	93	32.3	150	52.1	45	15.6	288	34.0
65-70	95	36.0	113	42.8	56	21.2	264	31.1
50-64	74	25.0	160	54.1	62	20.9	296	34.9
Total	262	30.9	423	49.9	163	19.2	848	100.0

Chi Square = 12.6461
Degrees of Freedom = 4
p = .02

Responses to Individual Items of the RCQ.--Parent responses to the individual items of the RCQ were statistically analyzed for their relationship to child IQ level. Chi square was calculated to determine whether there was a significant relationship between parent estimations and child IQ level. Table 111 is a summary of the analyses made. The relationship between parent estimations and child IQ level is significant for only five of the eighteen RCQ items: "Finds the Answers to Problems," "Knows Things," "Can be Left Alone," "Can

TABLE 111

SUMMARY OF STATISTICAL ANALYSES OF RELATIONSHIP BETWEEN PARENT ESTIMATIONS AND CHILD IQ LEVEL FOR INDIVIDUAL ITEMS OF THE RCQ

RCQ Items	Significance of Chi Square Test for Relationship Between Parent Estimations and Child IQ Level
Intellectual Ability	
Learn to Do New Things	Non-significant
Finds the Answers to Problems	.05
Knows Things	.05
Remembers Things	Non-significant
Doesn't Forget Things	Non-significant
Plans Activities	Non-significant
Understands Things	Non-significant
Doesn't Become Confused	Non-significant
Understands What People Say to Him	Non-significant
Independence Ability	
Can be Left Alone	.05
Can Independently Care for Himself	Non-significant
Can Function Without Care and Attention	Non-significant
Can Carry Out Activities Independently	Non-significant
Can Independently Travel Outside the Home	.01
Social Ability	
Can Make Friends	Non-significant
Can Work or Play with Friends	Non-significant
Can Help Friends	.01
Can Help Adults	Non-significant

Independently Travel Outside the Home," and "Can Help Friends."

Responses of Parents Within High and Low Social Class Ranks.--Responses to the RCQ expressed by parents in high and low social class ranks were analyzed for their relationship to child IQ level. High social class rank includes parents in social classes 2 and 3, and low social class rank includes parents in social classes 4 and 5. Chi square was calculated to determine whether the relationship between parent response and child IQ level was significant.

Tables 112 and 113 contain total responses to the RCQ expressed by parents of children of different IQ levels. Table 112 contains the responses of parents in high social class rank. For high social class rank, the chi square test for relationship between parent estimations and child IQ level is not sifniciant. Table 113 contains responses of parents in low social class rank. Low estimations were made more frequently by parents of low IQ level children than by parents of high IQ level children. High and medium estimations were made more frequently by parents of high IQ level children than by parents of low IQ level children. For low social rank, the chi square test for relationship between parent estimations and child IQ level is significant at the .01 level of confidence.

TABLE 112

TOTAL ESTIMATIONS ON THE RCQ MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	65	9.5	221	32.3	398	58.2	684	47.5
50-66	80	10.6	247	32.7	429	56.7	756	52.5
Total	145	10.1	468	32.5	827	57.4	1440	100.0

Chi Square = .5533
Degrees of Freedom = 2
p = NS

Tables 114 through 119 contain responses expressed by parents of different IQ level children to the three major classifications of the RCQ: "Intellectual Ability," "Independence Ability," and "Social Ability." The responses of parents in high social class rank are shown in Tables 114 through 116. For high social class rank, the chi square test for relationship between parent estimation and child IQ level was not significant in any of the three major classifications of the RCQ.

TABLE 113

TOTAL ESTIMATIONS ON THE RCQ MADE BY PARENTS IN LOW SOCIAL CLASS RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	338	25.4	646	48.5	348	26.1	1332	56.1
50-66	232	22.2	476	45.6	336	32.2	1044	43.9
Total	570	24.0	1122	47.2	684	28.8	2376	100.0

Chi Square = 10.9268
Degrees of Freedom = 2
p = .01

TABLE 114

CHILD'S INTELLECTUAL ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	17	5.0	86	25.1	239	69.9	342	47.5
50-66	26	7.0	87	23.0	265	70.1	378	52.5
Total	43	6.0	173	24.0	504	70.0	720	100.0

Chi Square = 1.4275; Degrees of Freedom = 2; p = NS

TABLE 115

CHILD'S INDEPENDENCE ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	19	10.0	67	35.3	104	54.7	190	47.5
50-66	18	8.6	84	40.0	108	51.4	210	52.5
Total	37	9.2	151	37.7	212	53.0	400	100.0

Chi Square = 1.0105
Degrees of Freedom = 2
p = NS

TABLE 116

CHILD'S SOCIAL ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	29	19.1	68	44.7	55	36.2	152	47.5
50-66	36	21.4	76	45.2	56	33.3	168	52.5
Total	65	20.3	144	45.0	111	34.7	320	100.0

Chi Square = .4050
Degrees of Freedom = 2
p = NS

TABLE 117

CHILD'S INTELLECTUAL ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	125	18.8	318	47.7	223	33.5	666	56.1
50-66	95	18.2	214	41.0	213	40.8	522	43.9
Total	220	18.5	532	44.8	436	36.7	1188	100.0

Chi Square = 7.2980
Degrees of Freedom = 2
p = .05

Tables 117 through 119 contain responses by parents in low social class rank to the three major classifications of the RCQ. For the classifications "Intellectual Ability" and "Independence Ability," low estimations were made more frequently by parents of low IQ level children than by parents of high IQ level children, and high and medium estimations made more frequently by parents of high IQ level children than by parents of low IQ level children. For "Intellectual Ability," the chi square for relationship between parent estimations and child IQ level is significant at the .05

level of confidence, and for "Independence Ability," it is significant at the .001 level of confidence. For "Social Ability," the chi square test for relationship between parent estimations and child IQ level is not significant.

TABLE 118

CHILD'S INDEPENDENCE ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	104	28.1	174	47.0	92	24.9	370	56.1
50-66	49	16.9	137	47.2	104	35.9	290	43.9
Total	153	23.2	311	47.1	196	29.7	660	100.0

Chi Square = 15.4282
Degrees of Freedom = 2
p = .001

Responses to the individual items of the RCQ expressed by parents in high and low social class ranks were statistically analyzed. Chi square was calculated to determine whether within high and low social class ranks there was a significant relationship between parent estimations and child IQ level. Table 120 is a summary of the analyses made. The relationship between parent estimations and child IQ level is significant for only two of the thirty-six analyses: responses by parents in low social class rank to "Child Can Carry Out Activities Independently," and responses by parents in low social class rank to "Child Can Independently Travel Outside the Home."

TABLE 119

CHILD'S SOCIAL ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL RANK OF CHILDREN OF DIFFERENT IQ LEVELS

Child IQ Level	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
67-80	109	36.8	154	52.0	33	11.0	296	56.1
50-66	88	37.9	125	53.8	19	8.2	232	43.9
Total	197	37.3	279	52.8	52	9.8	528	100.0

Chi Square = 1.2785
Degrees of Freedom = 2
p = NS

TABLE 120

SUMMARY OF STATISTICAL ANALYSES OF RESPONSES TO INDIVIDUAL ITEMS ON THE RCQ EXPRESSED BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS: RELATIONSHIP BETWEEN PARENT ESTIMATIONS AND CHILD IQ LEVEL

RCQ Items	Significance of Chi Square Test for Relationship Between Parent Estimations and Child IQ Level
Intellectual Ability	
Learns to Do New Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Finds the Answers to Problems	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Knows Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Remembers Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Doesn't Forget Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Plans Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Understands Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Doesn't Become Confused	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant

TABLE 120 Continued

RCQ Items	Significance of Chi Square Test for Relationship Between Parent Estimations and Child IQ Level
Understands What People Say to Him	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Independence Ability	
Can be Left Alone	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Independently Care for Himself	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Function Without Care and Attention	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Carry Out Activities Independently	
High Social Class Rank	Non-significant
Low Social Class Rank	.05
Can Independently Travel Outside the Home	
High Social Class Rank	Non-significant
Low Social Class Rank	.001
Social Ability	
Can Make Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Work or Play with Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Help Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Help Adults	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant

Responses to the RCQ Expressed by Parents of Male and Female Children

Responses to the RCQ expressed by parents in high and low social class ranks were analyzed for their relationship to child sex. Chi square was calculated to determine whether the relationship between parent response and child sex was significant.

Total Responses to the RCQ.--Tables 121 and 122 contain total responses to the RCQ expressed by parents of male and female children. Table 121 contains the responses of parents in high social class rank, and Table 122 contains the responses of parents in low social class rank. For both high and low social class ranks, low estimations were more frequently made by parents of female children than by parents of male children, and high estimations were more frequently made by parents of male children than by parents of female children. For high social class rank, the chi square test for relationship between parent estimations and child sex is significant at the .05 level of confidence, and for low social class rank it is significant at the .02 level of confidence.

TABLE 121

TOTAL ESTIMATIONS ON THE RCQ OF MALE AND FEMALE CHILDREN MADE BY PARENTS IN HIGH SOCIAL CLASS RANK

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Males	89	11.2	271	34.2	432	54.5	792	55.0
Females	56	8.6	197	30.4	395	61.0	648	45.0
Total	145	10.1	468	32.5	827	57.4	1440	100.0

Chi Square = 6.5246
Degrees of Freedom = 2
p = .05

TABLE 122

TOTAL ESTIMATIONS ON THE RCQ OF MALE AND FEMALE CHILDREN MADE BY PARENTS IN LOW SOCIAL CLASS RANK

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Males	357	26.1	635	46.4	376	27.5	1368	57.6
Females	213	21.1	487	48.3	308	30.6	1008	42.4
Total	570	24.0	1122	47.2	684	28.8	2376	100.0

Chi Square = 8.3006
Degrees of Freedom = 2
p = .02

Responses to the Three Major Classifications of the RCQ.--Tables 123 through 128 contain responses to the three major classifications of the RCQ expressed by parents of male and female children. Tables 123, 124, and 125 contain responses of parents in high social class rank. For high social class rank, the chi square test for relationship between parent estimations and child sex failed to reach significance levels in each of the three major classifications of the RCQ.

TABLE 123

CHILD'S INTELLECTUAL ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Males	22	5.6	105	26.5	269	67.9	396	55.0
Females	21	6.5	68	21.0	235	72.5	324	45.0
Total	43	6.0	173	24.0	504	70.0	720	100.0

Chi Square = 3.0542
Degrees of Freedom = 2
p = NS

TABLE 124

CHILD'S INDEPENDENCE ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Males	25	11.4	86	39.1	109	49.5	220	55.0
Females	12	6.7	65	36.1	103	57.2	180	45.0
Total	37	9.2	151	37.8	212	53.0	400	100.0

Chi Square = 3.6885
Degrees of Freedom = 2
p = NS

TABLE 125

CHILD'S SOCIAL ABILITY: ESTIMATIONS MADE BY PARENTS IN HIGH SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Males	42	23.9	80	45.5	54	30.7	176	55.0
Females	23	16.0	64	44.4	57	39.6	144	45.0
Total	65	20.3	144	45.0	111	34.7	320	100.0

Chi Square = 4.2500
Degrees of Freedom = 2
p = NS

Tables 126, 127, and 128 contain responses of parents in low social class rank to the three major classifications of the RCQ. For "Intellectual Ability" and "Social Ability," the chi square test for relationship between parent estimations and child sex is not significant. For "Independence Ability," low estimations are more frequently made by parents of female children than by parents of male children, and high estimations are more frequently made by parents of male children than by parents of female children. For "Independence Ability," the chi square test for relationship between parent estimations and child sex is significant at the .05 level of confidence.

TABLE 126

CHILD'S INTELLECTUAL ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Male	138	20.0	310	45.3	236	34.5	684	57.6
Female	82	16.3	222	44.0	200	39.7	504	42.4
Total	220	18.5	532	44.8	436	36.7	1188	100.0

Chi Square = 4.6128
Degrees of Freedom = 2
p = NS

TABLE 127

CHILD'S INDEPENDENCE ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Male	103	27.1	169	44.5	108	28.4	380	57.6
Female	50	17.9	142	50.7	88	31.4	280	42.4
Total	153	23.2	311	47.1	196	29.7	660	100.0

Chi Square = 7.7685
Degrees of Freedom = 2
p = .05

TABLE 128

CHILD'S SOCIAL ABILITY: ESTIMATIONS MADE BY PARENTS IN LOW SOCIAL CLASS RANK OF MALE AND FEMALE CHILDREN

Child Sex	Parent Estimation of the Child's Ability							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
Male	116	38.2	156	51.3	32	10.5	304	57.6
Female	81	36.2	123	54.9	20	8.9	224	42.4
Total	197	37.3	279	52.8	52	9.8	528	100.0

Chi Square = .7817
Degrees of Freedom = 2
p = NS

Responses to Individual Items of the RCQ.--Responses to the individual items of the RCQ expressed by parents in high and low social class ranks were analyzed for their relationship to child sex. Chi square was calculated to determine whether the relationship between parent estimations and child sex was significant. Table 129 is a summary of the analyses made. The relationship between parent estimations and child sex is significant for only three of the thirty-six analyses: responses by parents in low social class rank to "Doesn't Forget Things," responses by parents in high social class rank to "Can Independently Care for Himself," and responses by parents in low social class rank to "Can Independently Travel Outside the Home."

The results of the interviews were presented in this chapter. Chapter V contains a summary of the investigation and the conclusions.

TABLE 129

SUMMARY OF STATISTICAL ANALYSES OF RESPONSES TO INDIVIDUAL ITEMS ON THE RCQ EXPRESSED BY PARENTS IN HIGH AND LOW SOCIAL CLASS RANKS: RELATIONSHIP BETWEEN PARENT ESTIMATIONS AND CHILD SEX

RCQ Items	Significance of Chi Square Test for Relationship Between Parent Estimations and Child Sex
Intellectual Ability	
Learns to Do New Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Finds the Answers to Problems	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Knows Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Remembers Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Doesn't Forget Things	
High Social Class Rank	Non-significant
Low Social Class Rank	.001
Plans Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Understands Things	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Doesn't Become Confused	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Understands What People Say to Him	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant

TABLE 129 Continued

RCQ Items	Significance of Chi Square Test for Relationship Between Parent Estimations and Child Sex
Independence Ability	
Can be Left Alone	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Independently Care for Himself	
High Social Class Rank	.05
Low Social Class Rank	Non-significant
Can Function Without Care and Attention	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Carry Out Activities Independently	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Independently Travel Outside the Home	
High Social Class Rank	Non-significant
Low Social Class Rank	.05
Social Ability	
Can Make Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Work or Play with Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Help Friends	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant
Can Help Adults	
High Social Class Rank	Non-significant
Low Social Class Rank	Non-significant

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Problem

It has often been reported in the literature that parents express extremely negative attitudes, reactions, and feelings about their mentally retarded children. There are reasons to doubt that the negative attitudes reported are representative of the parents of all retarded children. The literature provides little information about the attitudes of parents of educable retarded children, or about the attitudes of parents who do not seek help for their retarded children. Further, little information is provided about the influence of social class upon the attitudes of parents toward their retarded children.

The purpose of this study was to investigate the attitudes, reactions, and feelings of parents in different social classes toward their educable mentally retarded children, and to determine whether there is a relationship between parent attitude and social class level.

Procedure

Two hundred twelve parents of 106 educable mentally retarded children were selected for the study. The children were selected from special classes in ten public school systems in upstate New York. Sixty of the children were male, and 46 were female. The children ranged in chronological age from 9 years-8 months to 14 years-11 months. The mean chronological age was 11 years-11 months. The children ranged in IQ from 50 to 80, with a mean IQ score of 66.4. In mental age, the children ranged from 5 years-2 months, to 10 years-6 months. The mean mental age was 7 years-10 months. All children and parents selected for the study were members of the white race.

Hollingshead's Index of Social Position (HISP)[1] was used to rank families high (1) to low (5) on a 5 position social class scale. Twenty-two, or 10.4 percent, of the families were ranked in social class 2;

---

[1] August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley & Sons, 1958).

58, or 27.4 percent in social class 3; 92, or 43.4 percent in social class 4; and 40, or 18.9 percent in social class 5. One family (two parents) was found to rank in social class 1, but was combined with those families ranked in social class 2.

The investigator interviewed the parents in their homes. Two instruments were used for the interviews: the Adapted Thurston Sentence Completion Form (ATSCF)[1], and the Rating of the Child Questionnaire (RCQ). The ATSCF was used to elicit parent attitudes, reactions, and feelings toward their retarded child. The parents' responses to the ATSCF were independently rated by three judges as positive, neutral, or negative. The RCQ was used to elicit parent estimations of their retarded child's intellectual, independence, and social abilities. Parents' estimates of their retarded child were defined as high, medium, or low according to whether they respectively rated their child better, about the same, or worse than most other children on the items of the RCQ.

---

[1] John R. Thurston, American Journal of Mental Deficiency, LXIV, No. 1 (1959), 148-55.

Results

I. What attitudes did parents express about their educable mentally retarded child?

   A. What degree of negative attitude did parents express:

      1. about their child's present status or ability? Parents expressed negative attitudes about their child's present status or ability in 89.7 percent of their responses, neutral attitudes in 3.3 percent of their responses, and positive attitudes in 7 percent of their responses.

      2. about their child's independence? Parents expressed negative attitudes about their child's independence in 79.8 percent of their responses, neutral attitudes in none of their responses, and positive attitudes in 20.2 percent of their responses.

      3. about their child's social ability? Parents expressed negative attitudes about their child's social ability in 50 percent of their responses, neutral attitudes in 10.8 percent of their responses, and positive attitudes in 39.2 percent of their responses.

4. about their child's personality, disposition, or character?
   Parents expressed negative attitudes about their child's personality, disposition, or character in 50.3 percent of their responses, neutral attitudes in 11.2 percent of their responses, and positive attitudes in 38.5 percent of their responses.

5. about their child's future?
   Of responses referring to the child's general future, 27.8 percent were negative, 64.9 percent were neutral and 7.3 percent were positive. Of responses referring to the child's future vocational and social adjustment, 53.2 percent were negative, 43.0 percent were neutral, and 3.8 percent were positive.

6. about being the parent of the child?
   Parents expressed negative attitudes about being the parent of the child in 10.7 percent of their responses, neutral attitudes in 16.8 percent of their responses, and positive attitudes in 72.5 percent of their responses.

7. about the behavior or attitude of siblings toward the retarded child?

Parents expressed negative attitudes about the behavior or attitude of siblings toward their retarded child in 28.4 percent of their responses, neutral attitudes in 44.7 percent of their responses, and positive attitudes in 26.9 percent of their responses.

8. about the behavior or attitude of peers toward the child?
   Parents expressed negative attitudes about the behavior or attitude of peers toward their retarded child in 42.3 percent of their responses, neutral attitudes in 32.3 percent of their responses, and positive attitudes in 25.3 percent of their responses.

9. about the behavior or attitude of friends and neighbors toward the child?
   Parents expressed negative attitudes about the behavior or attitude of friends and neighbors toward their retarded child in 10.2 percent of their responses, neutral attitudes in 36.3 percent of their responses, and positive attitudes in 53.5 percent of their responses.

B. What estimates did parents express:

   1. about their child's intellectual ability?

Parents expressed low estimates about their child's intellectual ability more often than they expressed either medium or high estimates. Parents expressed low estimates in 49.3 percent of their responses, medium estimates in 36.9 percent of their responses, and high estimates in 13.8 percent of their responses.

2. about their child's independence ability?
   There was a statistically significant difference between the estimates parents expressed about their child's intellectual ability and the estimates they expressed about their child's independence ability. Parents did not express as low estimates about their child's independence ability as they did about their child's intellectual ability. Parents expressed low estimates of their child's independence ability in 38.5 percent of their responses, medium estimates in 43.6 percent of their responses, and high estimates in 17.9 percent of their responses.

3. about their child's social ability?
   Parents estimates about their child's social ability were different from their estimates about their child's intellectual ability, and also from their estimates about their child's independence ability. In both

comparisons, the differences were found to be statistically significant. Parents expressed higher estimates about their child's social ability than they did about either their child's intellectual ability or independence ability. Parents expressed low estimates of their child's social ability in 19.3 percent of their responses, medium estimates in 49.9 percent of their responses, and high estimates in 30.9 percent of their responses.

II. Did parents in different social classes express different attitudes about their mentally retarded child?

  A. Did parents in higher social classes express a greater degree of negative attitude about their child?

  A statistically significant relationship was found between degree of negative attitude expressed by parents and social class rank of parents. Parents in higher social classes expressed a greater degree of negative attitude about their child than did parents in lower social classes. Parents in lower social classes expressed a greater degree of neutral and positive attitude than did parents in higher social classes.

For each of the seven classifications listed below, a statistically significant relationship was found between the degree of negative attitude expressed by parents and social class rank of parents. Parents in higher social classes expressed a greater degree of negative attitude than did parents in lower social classes about:

1. their child's present status or ability.
2. their child's independence.
3. their child's future.
4. being the parent of the child.
5. the behavior of siblings toward the child.
6. the behavior of peers toward the child.
7. the behavior or attitude of friends and neighbors toward the child.

The relationship between parent social class rank and the degree of negative attitude expressed by parents about their child's personality, disposition, or character was not found to be statistically significant.

B. Did parents in higher social classes express lower estimates:

1. of their child's intellectual ability?
   A statistically significant relationship was found between parent social class rank and parents' estimates of the child's intellectual ability. Parents in higher social classes expressed low estimates of their child's intellectual ability more often than did parents in lower social classes. Parents in lower social classes expressed medium and high estimates of their child's intellectual ability more often than did parents in higher social classes.

2. of their child's independence ability?
   A statistically significant relationship was found between parent social class rank and parents' estimates about their child's independence ability. Parents in higher social classes expressed low estimates of their child's independence ability more often than did parents in lower social classes. Parents in lower social classes expressed medium and high estimates of their child's independence ability more often than did parents in higher social classes.

3. of their child's social ability?

   A statistically significant relationship was found between parent social class rank and parents' estimates about their child's social ability. Parents in higher social classes expressed low estimates of their child's social ability more often than did parents in lower social classes. Parents in lower social classes more often expressed medium and high estimates of their child's social ability than did parents in higher social classes.

III. Were parents' attitudes toward their retarded child influenced by:

   A. the IQ of the child within the 50 to 80 IQ range?

      Parents of children with lower IQ scores expressed negative attitudes about their child somewhat more often than did parents of children with higher IQ scores. However, there were many items from both the RCQ and the ATSCF for which the relationship between parents attitude and child IQ rank was found to be statistically non-significant. When analyses were made within high (2 and 3) and low (4 and 5) social class ranks, there were few items from either the RCQ or the ATSCF for which the relationship between parent attitude and child IQ rank was found to be statistically significant.

B. the sex of the child?

Parents of female children expressed negative attitudes about their child somewhat more often than did parents of male children. However, for most items from the RCQ and the ATSCF, the relationship between parent attitude and child sex was not found to be statistically significant.

Conclusions

Parents often expressed negative attitudes about their mentally retarded child but they also often expressed positive and neutral attitudes. The parents interviewed in this study did not seem to be as negative in their attitudes toward their mentally retarded children as parents have generally been reported to be in the literature (see Chapter II, The Related Literature). Parents often expressed negative attitudes about their child's general capability and about their child's independence. Positive as well as negative attitudes were often expressed by parents about their child's social ability and relationships, and about their child's personality and character. Both neutral and negative attitudes were often expressed by parents about their child's future. Further, contrary to most of the literature, but in agreement with the findings of a number of investigators,[1, 2, 3, 4] generally positive attitudes were expressed about being the parent of the mentally retarded child and about the attitude and behavior of friends and neighbors toward the mentally retarded child.

Parents generally expressed medium and low estimates of their child's intellectual ability and about

---

[1] Betty M. Caldwell and Samuel B. Guze, "A Study of the Adjustment of Parents and Siblings of Institutionalized and Non-institutionalized Retarded Children," American Journal of Mental Deficiency, LXIV, No. 5 (1960), 845-61.

[2] Gerhart Saenger, The Adjustment of Severely Retarded Adults in the Community, A Report to the New York State Inter-departmental Resources Board, Albany, N.Y., October, 1957.

[3] Melville J. Appell, Clarence M. Williams, and Kenneth N. Fishell, "Changes in Attitudes of Parents of Retarded Children Effected Through Group Counseling," American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 807-12.

[4] Martha Taylor Schipper, "The Child with Mongolism in the Home," Pediatrics, XXIV, No. 1 (1959), 132-44.

their child's independence ability. However, parents expressed somewhat higher estimates about their child's independence ability than they did about their child's intellectual ability. Parents generally expressed high and medium estimates about their child's social ability. The estimates parents expressed about their child's social ability were higher than the estimates they expressed about either their child's intellectual or independence ability. Blumberg[1] found that parents generally overrated their mentally retarded child, but he found that parents most overrated their child on non-intellectual traits. The findings of this investigation together with those of Blumberg's investigation indicate that parents rate their mentally retarded child higher on non-intellectual than on intellectual traits.

The results indicated that social class level of parents influenced their attitudes toward their mentally retarded child. Parents in higher social classes expressed negative attitudes about their child more often than did parents in lower social classes. Parents in higher social classes expressed low estimates of their child's abilities more often than did parents in lower social classes.

---

[1] Allen Blumberg, "A Comparison of the Conceptions and Attitudes of Parents of Children in Regular Classes and Parents of Mentally Retarded Children Concerning the Subgroups of Mental Retardation" (Unpublished Ed.D. Dissertation, Syracuse University, 1964).

There was some evidence that the IQ level of the child within the 50 to 80 score range and the sex of the child influenced parent attitudes toward their mentally retarded child. Parents of children with lower IQ scores expressed somewhat more negative attitudes than did parents of children with higher IQ scores and parents of female children expressed somewhat more negative attitudes than did parents of male children. It seems likely that the difference found between the attitudes of parents of male and female children is at least partly caused by the lower IQ scores of the female children in this study. When analyses were made within high and low social classes of the relationship between the sex of the child and parent attitude and between the IQ level of the child and parent attitude, the numbers in the groups compared were small. Therefore, it is difficult to draw conclusions about the influence of IQ level or sex of the child upon parent attitude, except to state that the variables IQ and sex did not seem to influence parent attitude to the degree that social class level did.

In summary, although the parents in this study often expressed negative attitudes about their mentally retarded child, they did not seem to be as negative in their attitudes as were parents included in most of the previous studies and reports. Parents often expressed neutral and positive as well as negative attitudes about their child. Parents often expressed low and medium estimates about their mentally retarded child's intellectual ability, and they expressed lower estimates about their child's intellectual ability than they did about either their child's independence or social ability. The results indicated that social class influenced the attitudes of parents toward their mentally retarded child; parents in lower social classes were less negative in their attitude toward their child than were parents in higher social classes. Finally, neither the IQ level within the 50 to 80 score range nor the sex of the mentally retarded child seemed to influence parent attitude as much as social class level did.

Implications

The special educator generally believes it to be important that he meet with the parents of the mentally retarded child to interpret to them the child's capability, the child's potential, and the special education program. If the educator is to be successful in making these interpretations to parents, he must understand the parents' attitudes toward their retarded child.

The educator is oriented toward perceiving the retarded child as handicapped and as an educational problem. When the parents perceive the child in the same way, the educator is likely to find the task of communication and interpretation relatively easy. The findings of this investigation indicate that parents in higher social classes generally do perceive their educable mentally retarded child to be handicapped and a problem, but that parents in lower social classes generally do not.

When parents do not perceive their mentally retarded child in the same way the educator does, the educator could easily be led to conclude either that the parents do not sufficiently appreciate their child's problem and limitations or, that as a psychological defense, they are denying the existence of the problem. Either of these conclusions could be wrong. It is possible that when parents, especially those in lower social class, perceive their child to be adequate, they do so because of their relatively limited expectations for their child, because of their relatively low value for education, because they compare their child with other children in their social class level who also do not achieve well in school, or because their retarded child need not achieve very high to maintain their social class level. In these circumstances it would seem inappropriate for the educator to conclude that the parents need help in understanding their child's problem or in overcoming their denial of the child's problem. Either of these conclusions would likely lead to a breakdown in communication between the parents and the educator.

The educator, then, must use extreme care in the way he interprets the attitudes of parents toward their mentally retarded child. When parents are negative in their attitudes toward their child because he fails to meet their expectations, the educator might rightly conclude that these parents need guidance, counseling, or the opportunity to meet with other parents of retarded children to share their problems and to learn to place their problems in a better perspective. When parents have unrealistic expectations for their retarded child or when, as a defense mechanism, they deny that their child has a problem, the educator might again rightly conclude that the parents need guidance or counseling. On the other hand, many parents, especially those in lower social classes, might perceive their mentally retarded child to be adequate and unexceptional not because they are engaging in denial, but because they have relatively low standards for adequate behavior. The educator must be able to recognize the validity of the attitudes of these parents toward their retarded child, even though their attitudes might be based on standards quite different from his own. It would not seem appropriate for the educator to attempt to lead these parents to accept their child as a problem.

Rather, it would seem most appropriate for the educator to limit his behavior to describing how the special education program can contribute to the development of their retarded child.

Further Research Needed

Research is needed to determine whether educable retarded children in different social classes differ in:

1. their attitudes and feelings about themselves.
2. their social adjustment, and their relationships with non-retarded children.
3. their attitude toward school and school achievement.
4. their learning patterns.
5. their expectations and aspirations for the future.

The findings of the investigation suggest that child IQ level within the 50 to 80 range, and child sex might influence parent attitudes toward their retarded child. Further investigations are necessary to determine whether this is true. In these investigations, social class level should be carefully controlled so that it might be ruled out as the cause of any differences found in parent attitudes, and so that it might be determined whether sex or IQ level of the child influence parent attitudes differently in different social class levels.

APPENDICES

APPENDIX A

LETTER OF INTRODUCTION SENT TO PARENTS

Dear Parents:

Mr. Richard P. Iano has taught special classes in the Syracuse schools for a number of years. He is doing a study through which, we believe, special class programs will be improved.

Mr. Iano must interview parents of special class children. He would like to have a short talk with you. Nothing more will be asked or required of you for the study.

Mr. Iano is willing to come to your home whenever it is convenient for you. Any information that you give to Mr. Iano including your names, will be held confidential. Please fill in the form below and return it to your child's teacher as soon as possible. If you wish to ask Mr. Iano any questions about the study, call him after 5:00 p.m. His phone number is: 474-5514.

Please check one of the following, sign your name and return this form to your child's teacher.

____ I am willing to take part in this study.

____ I am not willing to take part in this study.

APPENDIX B

ITEMS OF THE RATING OF THE CHILD QUESTIONNAIRE

The items of the RCQ are listed below in the order they were presented to parents. The investigator explained to the parents that a number of items referred to like abilities because it was believed that many parents would respond to similar items differently, and not because the investigator wished to "trip them up."

1. Can care for himself (herself) without help
2. Can find his (her) way about outside the home
3. Can do things without help
4. Can be left alone
5. Needs care and attention
6. Can learn to do new things
7. Can find the answers to problems
8. Knows things
9. Can remember things
10. Forgets things
11. Can plan activities
12. Understands things
13. Understands what people say to him (her)
14. Gets things mixed up
15. Can work or play with friends
16. Can make friends
17. Can help friends
18. Can help adults

APPENDIX C

ITEMS OF THE ADAPTED THURSTON SENTENCE COMPLETION FORM

The items of the ATSCF are listed below in the order they were presented to parents.

1. What I want my child to get out of life is
2. When I think of my child's future, I
3. The future looks
4. When my child grows up
5. When I think of my child I
6. When I talk to my friends and neighbors
7. My friends and neighbors think my child
8. Other boys and girls
9. My child becomes easily upset when
10. My child feels good when
11. Thing that makes my child happiest is
12. When my child was younger
13. The thing I don't understand about my child is
14. The thing that would help me most in understanding my child is
15. The brothers and sisters think the child
16. The brothers and sisters say that the child
17. My child is very
18. I am glad
19. I like best

20. I feel best about

21. I am sorry

22. My child needs

23. My biggest fear is

24. I worry most about

25. I wish my child could

26. I would like my child

27. When I am with my child, I like people to

28. If I could be granted one wish for my child, it would be

29. The greatest difficulty for my child is

30. If something happened to me, my child

APPENDIX D

EXAMPLES OF CLASSIFICATIONS OF PARENT RESPONSES TO THE ADAPTED THURSTON SENTENCE COMPLETION FORM

I. Present Status or Ability of the Child

A. General Capability or Status

1. Positive Responses -

He is intelligent.
She is quick to learn.
She can do lots of things well.
He can do better than most children.
He can do anything he wants to.
He's good at most things.

2. Neutral Responses -

He can do as well as most children.
She can do most things okay.
He's smart enough.
He's about as bright as most his age.
She hasn't got any real problems.

3. Negative Responses -

She's slow in learning.
I often think about her condition.
He is a problem.
She's a handicapped child.
He's retarded.
He has limited intelligence.
Her learning ability is poor.
He's slow in some things.
Some days he's bright, and other days he's not.
He's not normal.
He's stupid in a lot of things.
I don't understand her problem.
Other children are more capable.
Other children are more mature.
She could be worse.
I'm glad he isn't any worse.
He needs lots of help.
I try to treat him like an ordinary child.

B. Disappointment in Hopes and Ambitions

We're disappointed in his progress.
I wish she was normal.
I get frustrated when I see what other children can do.
I'm sorry he's retarded.
I used to think he would be better than this.
I'm sad she can't do better.
I get depressed when I think that he can't have what we wanted for him.

C. School Progress

1. Positive Responses

She's doing real well in school.
I'm glad he can do his school work so easily.
The teacher says he's making good progress.

2. Neutral Responses

I don't know how she's doing in school.
He seems to be doing okay.
I don't hear much from the school.
As far as I know she's doing all right.

3. Negative Responses

He doesn't learn in school.
His school work is not so good.
She needs help in school.
He does his worst in school.
His worst difficulty is reading and arithmetic.

D. Independence Ability

1. Positive Responses

She does well on her own.
She's on her own most of the time.
He plans his day without me.
I don't have to keep after him.
She takes care of the whole family when I'm sick.
He takes care of himself pretty much.

2. Negative Responses

She needs a lot of care and attention.
He has to be watched.
He can't do things on his own.
She can't take care of herself very well.
I can't let him out on his own.
I have to neglect the others because she requires a lot of attention.
I'm sorry for my wife because she has to care for him all day.

II. Future of the Child

A. Future General Status

1. Positive Responses

The future looks bright.
He'll make out well.
I'm looking forward to it.
I hope he's smarter than I am.
I'd like him to go to college.

2. Neutral Responses

I hope he has the best of everything.
She'll always do her best.
I hope he has a better life than I did.
No one can fortell the future.
She hopes to imitate me in every way.
I'd like to help as I can.
You can't tell about the future; the world is always changing.
He will do all right.
I want a good life for her.
I want him to make something of himself.
I want her to have whatever she wants.
I want him to be the best he can be.

3. Negative Responses

The future doesn't look bright.
The future looks dim.
It looks pretty hopeless.
I hope he can be independent.

I hope she can lead a normal life.
I hope she can have some kind of decent life the way she is.
I worry about his future more than anything else.
I wonder what will happen to him.
My fear is that the problem will get worse.
I hope he will outgrow his problem.
I'm afraid of what will happen after we're gone.
It doesn't look hopeless.

B. Future Vocational and Social Adjustment

1. Positive Responses

He will get a good job.
She'll make a good marriage partner.
I think he'll make good money.
She'll always get along because she's liked by others.

2. Neutral Responses

He'll probably get married, get a job, and have a family.
I want him to get along with others.
I want him to be a good citizen.
I'm afraid she'll get married young like her sisters did.

3. Negative Responses

I hope she can have a family.
I worry that he won't be able to support himself.
I worry that people will take advantage of her.

III. Social Relationships of the Child

A. Behavior or Attitude of Siblings

1. Positive Responses

I explained the problem to them and they understand.
They help her out when they can.
They defend him.
They all get along well.
They like him.

2. Neutral Responses

   They fight, as all kids do.
   They mostly get along together.
   They're like any other brothers and sisters.
   Sometimes the older ones think he's a pest.

3. Negative Responses

   They don't understand his problem.
   They get impatient with her.
   They ridicule her and call her retarded.
   They say he embarrasses them.
   They're ashamed of him.

B. Behavior or Attitude of Peers

1. Positive Responses

   They all like him.
   He gets along well with the boys and girls in school.
   They play with him.

2. Neutral Responses

   There aren't many children her age in the neighborhood.
   Some like him and some don't.
   I like most of her friends.
   I don't know how the other kids act with him.

3. Negative Responses

   I wish they would like him.
   They always leave him out of things.
   They tease her a lot.
   They think she's childish.
   They take advantage of him.

C. Social Ability

1. Positive Responses

   Everybody likes him.
   She gets along with everyone.
   He gets what he wants out of people.

2. Neutral Responses

She gets along with most people.
Some like him, some don't.
Usually, he acts okay with others.

3. Negative Responses

He rubs people the wrong way.
Most people dislike her.
He doesn't know how to act around people.
I worry about other people accepting her.

IV. Personality, Disposition, or Character of the Child

A. Positive Responses

He's very loving and affectionate.
She has a terrific personality.
She's very likable.
He's energetic.
She's ambitious.
He's honest.
He's unselfish.
He's sympathetic.
She's conscientious.
He's dependable.
She's a very thorough worker.
She's well-behaved.

B. Neutral Responses

He has no outstanding traits.
He's pretty much like most children.
I don't know that there's anything special about her.
He's usually pretty even-tempered.
She's sometimes naughty, sometimes good.

C. Negative Responses

He's nervous and high strung.
He's sensitive to too great a degree.
She's very shy and timid.
He loses his temper easily.
He fights a lot.
She gets upset easily.
She's very stubborn.
He feels inferior.
She's sassy.
He doesn't behave.

V. Behavior or Attitude of Friends and Neighbors Toward the Child

A. Positive Responses

They like him.
They're nice to him.
They all say she's good.
They're all helpful and kind.
They're aware of the problem and they're nice about it.
They're sympathetic.
They say he's coming along well.
They think she's improved quite a bit.

B. Neutral Responses

I don't know what they think.
I don't usually talk about my children.
They make no complaints.
I don't know the neighbors well.
They treat him the same as they do my other children.
They think he's quiet.
They think he's just another child.
We talk about our children's activities.
I tell them what she's like.
We talk about what our children are doing in school.

C. Negative Responses

They're not very understanding of the problem.
They criticize the child.
They blame everything on him.
I'm always defending him.
They think he's stupid.
They tell their kids she's dumb.
They keep their children away.
They think the whole family's retarded.

VI. Pre-school Years of the Child

A. Positive Responses

She was a good baby.
She was a pleasure.
He was no problem at all.
He was active.
She was smart.
He did well.
He was cute.
He was full of the devil.

B. Neutral Responses

He was like any child.
She was like my other children.
There's nothing in particular I can remember.
I took good care of him.

C. Negative Responses

She was sick a lot.
She was nervous.
He was slow in learning to walk.
She talked late.
He made slow progress.
She was difficult.
He had a bad accident.
He was in an institution.
She would never play.
She had this problem then, too.
He fell on his head a lot.

VII. Feelings About Being the Parent of the Child

A. Positive Responses

I think of how much I love her.
I'm glad he's mine.
I like to have him around the house.
I'm proud of her.
I'm lucky to have her.
I'm glad we had him.
I brag to everybody about him.

B. Neutral Responses

I feel the same way about all my children.
I'm not sorry we had him.
I introduce him to company the same as my other children.
She's just another kid to take care of.
I think of her as my child.

C. Negative Responses

I'm often embarrassed when we're in public.
I sometimes feel ashamed of her.
I wonder what I did to have a child like him.
I don't like to take him with me.
I don't like people to know she's my child.

VIII. Health of the Child

A. Positive Responses

I'm glad she's healthy.
She always feels good.
He doesn't get sick.

B. Neutral Responses

His health is fairly good.
She doesn't get sick very often.
I don't worry about his health.

C. Negative Responses

He's sick a lot.
He's not a healthy child.
He always gets colds.
She has seizures.
He's a PKU.
She's got rheumatic fever.
He has allergies.

IX. Physical Appearance of the Child

A. Positive Responses

He's very good looking.
He's athletic-looking.
She's very pretty.
He's always neat and clean-looking.

B. Negative Responses

Her back is hunched.
He's not too good-looking.
I wish she would care for her appearance more.

X. Physical and Motor Ability of the Child

A. Positive

He's good at doing things with his hands.
He's good at playing active games.

B. Negative

She's very awkward.
He's not very good with his hands.
His greatest difficulty is playing physical games.

XI. Speech, Hearing, or Eyesight of the Child

His greatest difficulty is making himself understood.
He's hard of hearing.
Her eyes are very poor.

XII. Safety of the Child

I worry about her crossing the streets.
I'm afraid he might get hurt when he's out playing.

XIII. Unclassified Responses

I don't know what to say.
Nothing special comes to mind.
I never have fears.
I don't worry about things.
He likes riding in the car.
She watches TV a lot.
She likes to listen to her records.
He likes to go outside and play.
I want the best for my child.
I want her to be happy.
I'm glad he's got a hobby.
I'm glad when she works hard.
I like her best when she's happy.
He doesn't like to see people fight.

She is happiest when the family is happy.
He gets upset when he can't do something he wants to.
He gets angry at the same things his brothers and sisters do.
There's no one particular thing that makes her happy.
She doesn't like being scolded.
I worry about my ability to make a living.
I fear I might fail my children in some way.
I like to raise him right.
I'm glad when we can do the best for her.
If anything happened to me, there'd be somebody to take care of him.
I understand him well.
I want him to obey laws.
I often wonder what he's thinking.
When I'm at work, I wonder how he's getting along.
I wish she would take her problems to me.

APPENDIX E

DETERMINATION OF SOCIAL CLASS RANK

Hollingshead's Index of Social Position (HISP)[1] was used to determine the social ranks of families selected for this study. The HISP ranks individuals from high (1) to low (5) on a five position scale. Three criteria are used for determining social class position: the head of the family's occupation, the head of the family's number of formal years of schooling completed, and the residential area in which the individual lives. An individual is assigned a rank in each of the three criteria or factors. The descriptions for rankings in the criteria are given in detail below. After the assigning of rank numbers to the three factors for an individual, each factor is multiplied by a constant weight. The products of the three factors multiplied by their weights are added, and the total is used to determine the individual's position on the five position social class scale.

Occupational Rankings

There are seven rankings of occupation as follows:

1. Executives and proprietors of large concerns, and major professionals.

---

[1] August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley and Sons, 1958), pp. 387-97.

2. Managers and proprietors of medium-sized businesses and lesser professionals.
3. Administrative personnel of large concerns, owners of small independent businesses, and semi-professionals.
4. Owners of little businesses, clerical and salesworkers, and technicians.
5. Skilled workers.
6. Semiskilled workers.
7. Unskilled workers.

Further description and examples of the occupations in each rank are given below.

1. Large businesses or concerns: those valued at $100,000 or above.
2. Major professionals: doctors, lawyers, judges, college professors, dentists, etc.
3. Medium-sized business: those valued at $35,000 to $100,000.
4. Lesser professionals: elementary and high school teachers, social workers, pharmacists, opticians, and accountants.
5. Administrative personnel: section heads in federal, state, local government offices, and large business offices; and shop, service, and chain store managers.

6. Small businesses: those valued at $6,000 to $35,000.
7. Semi-professionals: aviators, photographers, physiotherapists, and draftsmen.
8. Little businesses: those valued at under $6,000.
9. Clerical and salesworkers: bookkeepers, collectors, banktellers, claims examiners, and sales clerks.
10. Technicians: medical and dental technicians, radio and television technicians, photographic technicians, computer operators.
11. Skilled workers: masons, plumbers, electricians, linotype operators, electric welders.
12. Semi-skilled workers: checkers, receivers, truckers, wrappers, assistants to skilled workers.
13. Unskilled workers: janitors, night watchmen, heavy laborers.

Educational Rankings

An individual is ranked from high to low in one of seven rankings based on the formal schooling level he has achieved as described below.

1. _Graduate professional training_: those who hold graduate degrees for completing recognized professional courses.
2. _Standard college or university graduation_: those who have completed four-year college courses leading to a recognized college degree.
3. _Partial college training_: those who have completed at least one year of college work, but not a full course leading to a degree.
4. _High school graduation_.
5. _Partial high school_: those who have completed the tenth or eleventh grades, but not more.
6. _Junior high school_: those who have completed up to the seventh through the ninth grades, but not more.
7. _Less than seven years of school_: those who have not completed the seventh grade.

Residential Rankings

The residential areas in a community are assigned six rankings from best to poorest. The residential rank for any individual is then determined by the residential area he lives in. This procedure, however, was modified by the investigator because the families selected for this study were from widely scattered communities. Every residential area in the City of Syracuse was ranked. These ranked areas were used as a standard for ranking the residential areas of families living outside the City of Syracuse. Syracuse was the largest of the communities from which families were selected, and the largest number of families, 30 of 106, were selected from this community. The other families were from surrounding suburban areas, and from nearby small towns and cities.

The first step was to assign six rankings to the residential areas of the City of Syracuse. As an initial guide, the investigator used the U.S. Census of Population and Housing for 1960.[2] This publication provided information about median housing values and median income of families in each census tract in the City of Syracuse. The investigator ranked the census tracts from high to low in housing value and in income. Those census tracts that were ranked highest were surveyed first by the investigator, and compared with each other. In this way, each tract and residential area in the city was surveyed and placed in one of six ranks. The census information could only be used as a tentative, initial guide, as residential areas generally overlapped census tracts. Sometimes, within a census tract, a very good and a very poor residential area would both be included. The housing value and income information given for that tract would then not be representative of either area. A description of each residential area is given below.

---

[2] U.S. Department of Commerce, U.S. Census of Population and Housing: 1960, Final Report, PHC(1)-154, Census Tracts--Syracuse, New York, Standard Metropolitan Statistical Area, Prepared Under Supervision of Howard B. Brunsman, Chief of Population Division, and Wayne F. Daugherty, Chief of Housing Division.

Residential Areas Ranked as 1.--These areas included the best homes in the city. The homes were single-family, very large, at least 10 to 15 rooms in size, and were well-cared for. The grounds around the homes were also large and well-cared for, and the homes were usually screened from each other by landscaping. The homes were placed well back from the streets, and at a good distance from each other. The areas were quiet, and away from heavily trafficked streets and business areas.

Residential Areas Ranked as 2.--The homes in these areas were large, single-family, and well-cared for. They were not generally quite as large as the homes in areas ranked as 1. Most of the homes were approximately 6 to 10 rooms in size, but a few were somewhat larger. The grounds around the homes were large and well-cared for, the homes were usually screened from each other by landscaping, but they were somewhat closer together than the homes in Areas 1. The homes were placed well back from the street. The areas were quiet, and away from heavily trafficked streets and business areas.

Residential Areas Ranked as 3.--The homes in these areas were generally single-family and well-cared for. The homes were neither large nor small; most of the homes were approximately 6 to 8 rooms in size. The grounds around the homes were not as large nor as elaborately landscaped as in Areas 1 and 2, but they were large enough for some landscaping. The homes were closer together and closer to the streets than in Areas 1 and 2, and they were not screened from each other by landscaping. The areas were generally quiet, and away from heavily trafficked streets and business areas.

Residential Areas Ranked as 4.--The homes in these areas were generally of two types. The homes tended to be either older, larger, two or more-family homes; or they were newer, smaller, single-family homes. Both types of homes were usually in good condition and well-cared for. The newer homes tended to be below six rooms in size. Usually, they were too close to the street and to each other for any landscaping. Often, the homes had small lawns in front, but not on the sides. The streets were rather narrow, and there was usually a good deal of non-residential traffic. These homes were often as close together as the homes below, but were differentiated from them primarily in being well-cared for.

Residential Areas Ranked as 5.--These homes were usually two-family and more. They were close together and close to the streets. The chief difference between these homes and the ones in Areas 4 is that they were not well-cared for. Most of the homes in these areas were beginning to deteriorate. Often paint was peeling, or parts of the structure were beginning to deteriorate. The streets were heavily trafficked, and these homes were usually in or near business areas.

Residential Areas Ranked as 6.--These areas contained the worst homes in the city. The chief difference between these homes and the homes in Areas 5 is that in Areas 5 the homes were beginning to deteriorate, and in Areas 6 the homes were badly deteriorated. These areas were much like Areas ranked 5 in other respects, except that the homes were usually surrounded by more trash and rubbish.

Scoring Procedure for the HISP

After an individual is assigned a rank for residence, occupation and education, each of these ranks is multiplied by constant weights. The weight for residence is 6, for occupation weight is 9, and for education it is 5. The products are added to determine the individual's total score. The total score determines an individual's social class rank as follows:

Social Class Rank	Ranges of Total Scores
1	20 - 31
2	32 - 55
3	56 - 86
4	87 - 115
5	116 - 134

BIBLIOGRAPHY

Aberle, David F. and Naegele, Kasper D. "Middle Class Father's Occupational Role and Attitudes Toward Children," *American Journal of Orthopsychiatry*, XXII (1952), 366-78.

Anderson, Alice V. "Orienting Parents to a Clinic for the Retarded," *Children*, IX, No. 9 (1962), 178-82.

Appell, Melville J., Williams, Clarence M., and Fishell, Kenneth N. "Changes in Attitudes of Parents of Retarded Children Effected Through Group Counseling," *American Journal of Mental Deficiency*, LXVIII, No. 6 (1964), 807-12.

Barclay, Allan, and Vaught, Glen. "Maternal Estimates of Future Achievement in Cerebral Palsied Children," *American Journal of Mental Deficiency*, LXIX, No. 1 (1964), 62-65.

Baum, Marian Hooper. "Some Dynamic Factors Affecting Family Adjustment to the Handicapped Child," *Exceptional Children*, XXVIII, No. 8 (1962), 387-92.

Beck, Helen L. "Counseling Parents of Retarded Children," *Children*, VI, No. 6 (1959), 225-30.

Begab, Michael J. "Factors in Counseling Parents of Retarded Children," *American Journal of Mental Deficiency*, LX, No. 5 (1956), 515-24.

Belinkoff, Cornelia. "Attitudes and Emotional Reactions of Parents of Institutionalized Cerebral Palsied, Retarded Patients," *American Journal of Mental Deficiency*, LXV, No. 2 (1960), 221-26.

Blodgett, Harriet M. "Counseling Parents of Mentally Retarded Children," *Minnesota Medicine*, XL (October, 1957), 721-22, 730.

Blumberg, Allen. "A Comparison of the Conceptions and Attitudes of Parents of Children in Regular Classes and Parents of Mentally Retarded Children Concerning the Subgroups of Mental Retardation." Unpublished Ed.D. dissertation, Syracuse University, 1964.

Boles, Glen. "Personality Factors in Mothers of Cerebral Palsied Children," Genetic Psychology Monographs, LIX (May, 1959), 159-218.

Brookover, W. B. "The Implications of Social Class Analysis for a Social Theory of Education," Education and the Social Order. Edited by E. B. Mercer and E. R. Carr. New York: Rinehart and Co., 1957. Pp. 263-95.

Bryant, Keith N. and Hirschberg, J. Cotter. "Helping the Parents of a Retarded Child," American Journal of Diseases of Children, CII (1961), 52-56.

Caldwell, Betty M. and Guze, Samuel B. "A Study of the Adjustment of Parents and Siblings of Institutionalized and Non-institutionalized Retarded Children," American Journal of Mental Deficiency, LXIV, No. 5 (1960), 845-61.

Campbell, William G. Form and Style in Thesis Writing. Boston: Houghton Mifflin Co., 1954.

Capobianco, R. J., and Knox, Stanley. "I.Q. Estimates and the Index of Marital Integration," American Journal of Mental Deficiency, LXVIII, No. 6 (1964), 718-21.

Coleman, James C. "Group Therapy with Parents of Mentally Deficient Children," American Journal of Mental Deficiency, LVII (1953), 700-704.

Cummings, Thomas and Stock, Dorothy. "Brief Group Therapy of Retarded Children Outside of the Specialty Clinic Setting," American Journal of Mental Deficiency, LXVI, No. 5 (1962), 739-48.

Davis, Allison M. Social Class Influences Upon Learning. Cambridge, Mass.: Harvard University Press, 1948.

________. "Socialization and Adolescent Personality," Readings in Social Psychology. Edited by D. E. Swanson, T. M. Newcomb, and E. L. Hartley. 1st ed. rev. New York: Henry Holt and Company, 1952. Pp. 520-31.

Dugdale, Kathleen. A Manual of Form for Theses and Term Reports. Rev. ed. Bloomington: Indiana University Press, 1955.

Ewert, Josephine C. and Green, Meredith W. "Conditions Associated with the Mother's Estimate of the Ability of Her Retarded Child," American Journal of Mental Deficiency, LXII, No. 3 (1957), 521-33.

Farber, Bernard. "Effects of a Severely Retarded Child on Family Integration," Monographs of the Society for Research in Child Development, XXIV, No. 2 (1959).

Giannini, Margeret, and Goodman, Lawrence. "Counseling Families During the Crisis Reaction to Mongolism," American Journal of Mental Deficiency, LXV, No. 5 (1963), 740-47.

Good, Carter V. Introduction to Educational Research. 2d ed. rev. New York: Appleton-Century-Crofts, 1963.

Goodman, Lawrence, and Rothman, Ruth. "The Development of a Group Counseling Program in a Clinic for Retarded Children," American Journal of Mental Deficiency, LXV, No. 6 (1961), 789-95.

Graliker, Betty V., and Koch, Richard. "A Study of Factors Influencing Placement of Retarded Children in a State Residential Institution," American Journal of Mental Deficiency, LXIX, No. 4 (1965), 553-59.

Graliker, Betty V., Fishler, Karol, and Koch, Richard. "Teenage Reaction to a Mentally Retarded Sibling," American Journal of Mental Deficiency, LXVI, No. 6 (1962), 838-43.

Graliker, Betty V., Parmelee, Arthur H., and Koch, Richard. "Attitude Study of Parents of Mentally Retarded Children," Pediatrics, XXIV, No. 5, Part 1 (1959), 819-21.

Grebler, Ann Marie. "Parental Attitudes Toward Mentally Retarded Children," American Journal of Mental Deficiency, LVI, No. 3 (1952), 475-83.

Havighurst, Robert J., and Taba, Hilda. Adolescent Character and Personality. New York: John Wiley and Sons, 1949.

Hersh, Alexander. "Casework with Parents of Retarded Children," Social Work, VI, No. 2 (1961), 61-66.

Hesselscwerdt, Paula, et al. "Some Basic Considerations in Social Work with the Mentally Retarded," American Journal of Mental Deficiency, LXII, No. 1 (1957), 131-36.

Hollingshead, August B. Elmtown's Youth: The Impact of Social Classes on Adolescents. New York: John Wiley and Sons, 1949.

Hollingshead, August B., and Redlich, Frederick C. Social Class and Mental Illness: A Community Study. New York: John Wiley and Sons, 1958.

Holt, K. S. "The Home Care of Severely Retarded Children," Pediatrics, XXII (1958), 746-55.

Hyman, Herbert H. "Value Systems of Different Social Classes," Class Status and Power: A Reader in Social Stratification. Edited by Rheinhart Bendix and Seymour N. Lipset.

Jensen, G. G., and Kogan, Kate L. "Parental Estimates of the Future Achievement of Children with Cerebral Palsy," Journal of Mental Deficiency Research, VI, No. 1 (1962), 56-64.

Kahl, Joseph A. "Aspirations of 'Common Man' Boys," Education and the Social Order. Edited by E. B. Mercer and E. R. Carr. New York: Rinehart and Co., 1957. Pp. 112-32.

Kanner, Leo. "Parents Feeling About Retarded Children," American Journal of Mental Deficiency, LVII (January, 1953), 375-83.

Kelman, Howard R. "Parent Guidance in a Clinic for Mentally Retarded Children," Social Casework, XXXIV, No. 10 (1953), 441-47.

Koppitz, Elizabeth M., Sullivan, John, and Blyth, David D. "Prediction of First Grade School Achievement with the Bender Gestalt Test and Human Figure Drawings," Journal of Clinical Psychology, XV, No. 1 (1959), 164-68.

Leichman, Nathan S. Parent Attitudes in Rearing Mentally Retarded Children. U.S. Office of Education, Department of Health, Education and Welfare, Project No. OE175, Contract No. SAE7146. Sacramento, Calif.: California State Department of Education, April, 1962.

Mandebaum, Arthur, and Wheeler, May Ella. "The Meaning of a Defective Child to Parents," Social Casework, XLI, No. 7 (1960), 360-67.

Michaels, J. M., and Schucman, H. "Observations on the Psychodynamics of Parents of Retarded Children," *American Journal of Mental Deficiency*, LXVI, No. 4 (1962), 568-73.

Morris, Elise F. "Casework Training Needs for Counseling Parents of the Retarded," *American Journal of Mental Deficiency*, LIX (January, 1955), 510-16.

Nadal, Robert M. "A Counseling Program for Parents of Severely Retarded Preschool Children," *Social Casework*, XLII, No. 1 (1961), 78-83.

Peck, John R., and Stephens, Will Beth. "A Study of the Relationship Between the Attitudes and Behavior of Parents and that of Their Mentally Defective Children," *American Journal of Mental Deficiency*, LXIV, No. 5 (1960), 839-43.

Popp, Cleo E., Ingram, Vivian, and Jordan, Paul H. "Helping Parents Understand Their Mentally Handicapped Child," *American Journal of Mental Deficiency*, LVIII (April, 1954), 530-34.

Rautman, Arthur L. "Society's First Responsibility to the Mentally Retarded," *American Journal of Mental Deficiency*, LIV (October, 1949), 155-62.

Rheingold, Harriet. "Interpreting Mental Retardation to Parents," *Journal of Consulting Psychology*, IX, No. 3 (1945), 142-48.

Rosen, Leonard. "Selected Aspects in the Development of the Mother's Understanding of Her Mentally Retarded Child," *American Journal of Mental Deficiency*, LIX (1955), 522-28.

Rotter, Julian B. "Word Association and Sentence Completion Methods," *An Introduction to Projective Techniques*. Edited by Harold H. Anderson and Gladys L. Anderson. 2d ed. rev. New York: Prentice Hall, Inc., 1955. Chap. 9.

Rummel, J. Francis. An Introduction to Research Procedures in Education. New York: Harper and Brothers, 1958.

Saenger, Gerhart. The Adjustment of Severely Retarded Adults in the Community. A report to the New York State Interdepartmental Resources Board. Albany, N.Y., October, 1957.

Scher, Bernhard. "Help to Parents: An Integral Part of Service to the Retarded Child," American Journal of Mental Deficiency, LX (July, 1955), 169-75.

Schipper, Martha Taylor. "The Child with Mongolism in the Home," Pediatrics, XXIV, No. 1 (1959), 132-44.

Schonell, Fred J., and Rorke, Meg. "A Second Survey of the Effects of a Subnormal Child on the Family Unit," American Journal of Mental Deficiency, LXIV (March, 1960), 862-68.

Schonell, Fred J., and Watts, B. H. "A First Survey of the Effects of a Subnormal Child on the Family Unit," American Journal of Mental Deficiency, LXI (July, 1956), 210-19.

Schucman, Helen. "Further Observations on the Psychodynamics of Parents of Retarded Children," Training School Bulletin, LX, No. 2 (1963), 70-74.

Schulman, Jerome L. and Stern, Sheila. "Parents' Estimate of the Intelligence of Retarded Children," American Journal of Mental Deficiency, LXIII, No. 4 (1959), 696-98.

Sheimo, S. L. "Problems in Helping Parents of Mentally Defective and Handicapped Children," American Journal of Mental Deficiency, LVI, No. 1 (1951), 42-47.

Smith, Elizabeth M. "Emotional Factors as Revealed in the Intake Process with Parents of Defective Children," American Journal of Mental Deficiency, LVI (April, 1952), 806-12.

Stone, Marguerite M. "Parental Attitudes Toward Retardation," American Journal of Mental Deficiency, LIII (1948), 363-72.

Tate, Merle W. Statistics in Education. New York: The Macmillan Company, 1955.

Thorne, Frederick C., and Andrews, Jean Stewart. "Unworthy Parental Attitudes Toward Mental Defectives," American Journal of Mental Deficiency, L, No. 3 (1946), 411-18.

Thurston, John R. "A Procedure for Evaluating Parental Attitudes Toward the Handicapped," American Journal of Mental Deficiency, LXIV, No. 1 (1959), 148-55.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: The University of Chicago Press, 1955.

U.S. Department of Commerce. U.S. Census of Population and Housing: 1960, Final Report PHC(1)-154, Census Tracts--Syracuse, New York, Standard Metropolitan Statistical Area. Prepared under supervision of Howard G. Brunsman, Chief of Population Division, and Wayne F. Daugherty, Chief of Housing Division.

U.S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles. Vol. II: Occupational Classification and Industry Index. Prepared by Division of Occupational Analysis, United States Employment Service. 2d ed. Washington: U.S. Government Printing Office, 1949.

Wardell, Winifred. "The Mentally Retarded in the Family and the Community," _American Journal of Mental Deficiency_, LVII (October, 1952), 229-42.

Warner, Lloyd W., and Lunt, Paul S. _The Social Life of a Modern Community_. Vol. I: _Yankee City Series_. New Haven: Yale University Press, 1941.

Warner, Lloyd W., Havighurst, Robert J., and Loeb, Martin B. _Who Shall Be Educated?_ New York: Harper and Brothers, 1944.

Warner, Lloyd W., Meeker, Marchia, and Eells, Kenneth. _Social Class in America_. Chicago: Science Research Associates, 1949.

Waskowitz, Charlotte H. "The Parents of Retarded Children Speak for Themselves," _Journal of Pediatrics_, LIV, No. 3 (1959), 319-29.

Waterman, John H. "Psychogenic Factors in Parental Acceptance of Feebleminded Children," _Diseases of the Nervous System_, IX, No. 6 (1948), 184-87.

Worchel, Tillie L., and Worchel, Philip. "The Parental Concept of the Mentally Retarded Child," _American Journal of Mental Deficiency_, LXV, No. 6 (1961), 782-88.

Zuk, G. H. "Autistic Distortions in Parents of Retarded Children," _Journal of Consulting Psychology_, XXIII, No 2 (1959), 171-76.

________. "The Cultural Dilemma and Spiritual Crisis of the Family with a Handicapped Child," _Exceptional Children_, XXVIII, No. 8 (1962), 405-408.

________. "The Religious Factor and the Role of Guilt in Parental Acceptance of the Retarded Child," _American Journal of Mental Deficiency_, LXIV, No. 1 (1959), 139-47.

Zuk, G. H., *et al*. "Maternal Acceptance of Retarded Children: A Questionnaire Study of Attitudes and Religious Background," *Child Development*, XXXII (1961), 525-40.

Zwerling, Israel. "Initial Counseling of Parents with Mentally Retarded Children," *Journal of Pediatrics*, XLIV, No. 4 (1954), 469-79.

BIOGRAPHICAL DATA

Name: Richard Peter Iano

Date and Place of Birth: January 29, 1932
Brooklyn, New York

Elementary School: Public School 134
Brooklyn, New York
Graduated 1944

Junior High School: Public School 179
Brooklyn, New York
Graduated 1946

High School: Erasmus Hall High School
Brooklyn, New York
Graduated 1950

College: Syracuse University
Syracuse, New York
B. A. 1954

Graduate Work: Syracuse University
Syracuse, New York
M. A. 1956

Graduate Appointments: Syracuse University
Syracuse, New York
Graduate Assistantship, 1960-1961
Graduate Fellowship, 1961-1962
Research Associate, 1964-1965